

Positive Behavior Interventions and Supports in South Dakota 2010-2011



Part A- 2010-2011 PBIS Data Report

*5th Year of PBIS Initiative
2nd Annual Report*

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The purpose of this report is to compile and analyze data as a tool to judge the effectiveness of Positive Behavior Interventions and Supports in South Dakota in 2010-2011.

The report is not an evaluation of state-level PBIS staff, individual schools, superintendents, principals, classroom teachers, other staff, or students in districts implementing PBIS.

It also does not evaluate parents or community members involved in PBIS activities.

It is important to note that it is difficult to draw definitive conclusions based on data collected over a two-year period of time.

The data, findings, and conclusions included in this report should be considered part of a broader data collection and analysis process.

Additional data, conversations, observations and understanding of PBIS processes are important to guide planning and operations for PBIS in South Dakota in 2011 and beyond.

The data included in this report was collected by:

Rebecca Cain, PBIS Coordinator, Education Program Specialist, SD DOE

Alicia Schoenhard, RtI Coordinator, Education Program Specialist, SD DOE

Micky J. Wienk, Education Specialist, Technology and Innovation in Education

Special thanks to the educators in the 17 districts/47 schools for participating in the on-line PBIS Survey. The perception data gathered was useful to the analysis of PBIS practices in South Dakota.

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Karen Taylor, TIE Education Specialist, for assistance in reviewing and editing this report.

Thank you also to Colby Christensen, formerly with TIE, for the work he did in gathering data for this report.

Note: School districts and state-level PBIS staff provided information for this report. If reporting errors or omissions are noted, please send corrections to Micky Wienk, mwienk@tie.net or Karen Taylor, ktaylor@tie.net.

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Distribution of this report to stakeholder groups is the responsibility of the South Dakota Department of Education.

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- School-wide PBS Evaluation Template, Horner, Sugai, et.al.
- Evaluation Blueprint for Positive Behavior Support, Algozzine, Horner, et.a.
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**Positive Behavior Interventions and Support
Contact Information**

South Dakota Department of Education

The following SD DOE personnel provide guidance and information to districts implementing PBIS in South Dakota.

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State PBIS Trainers

Pat Hubert, Education Specialist EDEC/ESA 2, Sioux Falls, SD

Ruth Fodness, School Psychologist, Castlewood, SD, Independent Contractor

Kari Oyen, School Psychologist, Lennox School District, Lennox, SD

Note: For contact information for the State PBIS Trainers, contact Rebecca Cain, SD DOE

2010-2011 PBIS Data Collection and Report Development Team

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Report Abstract

Positive behavioral interventions and supports (PBIS) is comprised of a broad range of systemic school-wide, group, and individualized strategies for achieving important social and learning outcomes while preventing problem behavior with all students.

PBIS is not a specific model but a compilation of effective practices, interventions, and systems change strategies that have been proven to be empirically effective and efficient. PBIS has relevant applications to educating all children and youth in schools or other community settings

PBIS is a data driven systems approach developed to assist schools and community settings achieve socially important behavior change. Systems are put in place to support staff while they teach and encourage positive, healthy behaviors.

PBIS is the integration of four elements:

- Operationally defined and valued outcomes,
- Behavioral and biomedical science,
- Research-validated practices, and
- Systems change to both enhance the broad quality with which all students are living/learning and reduce problem behaviors.

When schools or community settings implement PBIS the result is documentation of more desirable child or youth behaviors and a safer learning environment where students are able to achieve increased learning.

The 2005 and 2006 PBIS Leadership Teams began conceptualizing the PBIS state plan in April 2006 and provided advice and input concerning the best approach for implanting PBIS across SD. The SD PBIS Leadership Team was comprised members representing Mental Health, Head Start, ESA, School Psychologists, Division of Developmental Disabilities, Special Education Directors, Higher Education, Parents, and the Department of Corrections.

The primary purpose and role of the SD PBIS Leadership Team is to serve as advisors. In this role, members review products and provide input, review evaluation data, analyze data, raise critical questions and suggestions for improvement, make connections with policy makers to generate support as needed, and to generate political and public support by sharing information with representative groups. Source: http://doe.sd.gov/oess/sped_pbis.asp

Executive Summary

This report presents data collected relative to school district implementation of the South Dakota PBIS initiative during the 2010-2011 school year. Survey data was collected from superintendents, principals, teachers and other educators in sixteen districts/forty-seven schools and one educational cooperative.

Two South Dakota documents published by the South Dakota Department of Education serve as the basis for data collected for this report:

- Positive Behavior Interventions and Supports (PBIS) in South Dakota (SD PBIS State Plan), June 2006 Edition
- The Application for Participation in School-Wide Positive Behavioral Interventions and Support, February 10, 2010 Edition

Each section of the two documents listed above was considered when designing survey questions to ascertain educator perception about the implementation of PBIS procedures and processes at the district, school, and classroom level.

Survey and other data serve as the information to answer the five critical evaluation questions identified by the SD PBIS leadership team. Those questions are:

1. To what degree are schools implementing school-wide PBIS? To what degree are PBIS components in place?
2. What changes in behavior are evident where PBIS is implemented?
3. What changes in academic performance are evident where PBIS is implemented?
4. Have schools created/maintained positive learning environments since implementing PBIS?
5. Do students, families, teachers, administrators, and other school staff perceive PBIS as feasible and helpful?

The purpose of this report is to compile and analyze data as a tool to judge the effectiveness of Positive Behavior Interventions and Supports in South Dakota in 2010-2011.

The report is not an evaluation of state-level PBIS staff, individual schools, superintendents, principals, classroom teachers, other staff, or students in districts implementing PBIS. It also does not evaluate parents or community members involved in PBIS activities.

It is important to note that it is difficult to draw conclusions based on data collected over a two-year period of time. The data, findings, and conclusions included in this report should be considered part of a broader data collection and analysis process. Additional data, conversations, observations and understanding of PBIS processes are important to guide planning and operations for PBIS in South Dakota in 2011 and beyond.

Summary of Findings

The findings from this data report suggest that the SD DOE should continue to provide professional development and technical assistance to all districts implementing SD's PBIS model. Professional development and technical assistance should focus on **fidelity of practice** among all stakeholders at the district/school/classroom and community level. Official PBIS documents related to the South Dakota PBIS model could be updated to provide clear and concise guidance to school district personnel, including a listing of what is meant by "key elements" of PBIS and how the elements could be implemented. District staff should re-commitment to implementing PBIS with fidelity on an annual basis. Districts should ensure **all staff** members have an understanding of PBIS implementation throughout the district. Districts and schools should continue to involve parents and community members in the implementation of PBIS to further strengthen attainment of the short-term and long-term goals.

General Recommendations

Data was collected for each section of the state plan. Findings and recommendations for each of those sections are contained in the body of this report. There are, however, some general recommendations that may be of use to the PBIS state leadership team.

It is important to acknowledge that while Rebecca Cain, SD PBIS Coordinator, has done an admirable job of leading PBIS since 2006, it has been difficult for one individual to meet the PD and technical assistance needs of growing numbers of school districts.

It is important to note that Pat Hubert, one of the state-level PBIS trainers, has been contracted to assist with additional planning, professional development and technical assistance to school districts starting with the 2011-2012 school year.

It is recommended that the state-leadership team continue to find ways to increase awareness of PBIS processes and procedures in districts throughout SD and to provide direction and guidance to schools currently implementing PBIS. A main goal for districts and schools is to implement “key elements” of PBIS with high levels of fidelity.

General Recommendation 1: PBIS within a Focus Area

Dr. Melody Schopp, South Dakota’s Secretary of Education announced the following:

As the Department of Education moves forward in the next four years, our focus will be thoughtful, targeted and clear, with one overarching outcome: Students who are college, career and life ready. To achieve that end, we will pursue a razor-sharp focus on what we believe to be the building blocks of the education system: Healthy Students, Quality Standards, Effective Teachers and Leaders, Career Development.

Infused throughout the model are critical items such as sound data, technology, financial support and accountability, which serve to support and enhance the entire system.

SD DOE staff, PBIS state-level staff, the PBIS leadership team and other stakeholders could convene a meeting to explore how PBIS fits within the Four Focus Areas identified by Dr. Schoop:

1. Healthy Students

Students need to be healthy – both physically and mentally – in order to learn. This building block forms the very foundation of life. Without good health, all other areas become more challenging. Activities in this area will focus on developing healthy students and healthy school environments.

2. Quality Standards and Resources

Standards are the foundation upon which teachers base their instruction. With high quality standards in place, we challenge students to deeper levels of understanding. Efforts will focus on implementing, maintaining and supporting high quality standards and instructional programs statewide.

3. Effective Teachers and Leaders

This building block is absolutely critical to the educational process. There is no greater impact on a child’s learning than a great teacher. And, at the school or district level, a strong leader is irreplaceable. Activities will focus on building the capacity of the state’s teachers and school leaders.

4. Career Development

As students progress through the education system, they need to understand the relevance of what they are learning, and how it relates to their future. Activities in this area will assist students in identifying possible career paths and ensuring they get the proper educational experiences to pursue their postsecondary and career goals.

A link should be provided for the **South Dakota PBIS wiki**, which contains information for school district personnel: <http://sdpbis.wikispaces.com>

One important website that could be linked is <http://www.pbis.org/>. The **OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports (PBIS)**, which is a collaborative effort between the U.S. Department of Education and 11 technical assistance units across the United States. The Center is directed by Drs. George Sugai (University of Connecticut, Rob Horner, (University of Oregon) and Tim Lewis (University of Missouri). The Center builds from a 10 year history of defining, implementing and evaluating PBIS across more than 9000 schools in 40 states.

The logic for the Center is based on (a) documented need for improving the social behavior of students in U.S. schools, (b) demonstrated success of PBIS to improve both student social behavior and academic performance, (c) demonstrated effectiveness of PBIS as a practical technology that can be implemented at socially important scales by actual implementers, (d) the value of school-wide behavior support systems on the education of children with disabilities, and (e) a current need to extend PBIS practices to a broader range of students, schools, and contexts.

The Center (a) provides the technical assistance to encourage large-scale implementation of PBIS; (b) provides the organizational models, demonstrations, dissemination, and evaluation tools needed to implement PBIS with greater depth and fidelity across an extended array of contexts; and (c) extends the lessons learned from PBIS implementation to the broader agenda of educational reform. **Note:** Since each state's PBIS information is posted on this website, it is also recommended that the information about South Dakota's PBIS initiative be updated at least annually.

General Recommendation 4: Schools should recommit to implementation with fidelity each year

It is recommended that school districts that have been part of the PBIS initiative have a recommitment process at the beginning of each project year. Newly applying districts must answer six application questions, provide lists of all team members, file a letter of assurance/commitment from team members agreeing to actively participate in team responsibilities, and provide a signed commitment from the superintendent and building principals to comply with all project requirements. Continuing projects should recommitment to implementation with fidelity as a reminder of PBIS commitments.

General Recommendation 5: State-level PBIS team should analyze survey data

- The PBIS on-line survey responses from superintendents, principals, teachers and other educators are included in Part B of this report. The data contained in the surveys should be analyzed, discussed and utilized by state-level personnel to plan activities for the 2011-2012 school year and beyond.
- Most questions on the survey offered participants the opportunity to make comments. The data collection team took care to remove comments that may have identified individuals or districts/schools. Those comments provide important insights into successes, challenges, questions and concerns. The state-level PBIS team should analyze the information contained within the comments for planning and development of training and implementation assistance within districts.

- Several comments from teachers questioned the way the reward system is designed and implemented in PBIS. Additional direction could be given to PBIS teams on the research behind positive reinforcement and successful methods of utilizing a reward system within PBIS. An excellent source of information is PBIS. A useful resource may be a power point presentation developed by Drs. Horner and Goodman:
www.pbis.org/common/pbisresources/presentations/2_UsingRewards.ppt
- There were questions within the comments section of the survey about PBIS research; therefore additional attention was paid to the research-base within this report. The state-level PBIS team may want to provide more detail about research related to PBIS when providing training to teams.

General Recommendation 6: Continue PBIS discussions and planning within SD DOE

- PBIS is an initiative for all children and youth; therefore, professional development should be provided to all SD DOE staff so they can be familiar with and supportive of PBIS in school districts.
- PBIS is an initiative conducted through OESS but is an all school/all student initiative. Joint discussion, planning and collaboration among staff from OESS, OATQ, OCCTE and others may be helpful to the effort to engage additional schools in the PBIS initiative.
- Student behavior data is important and should be included as a crucial component during district data retreats. Excellent data retreat materials are provided by the SD Department of Education. Data Retreat Preparation information has been available from OESS, Title 1 office and through South Dakota's Educational Service Agencies.

Additional General Recommendations:

- The effect of PBIS implementation on students, staff, parents and community would be a worthwhile study for individuals pursuing masters or doctoral level education degrees in South Dakota universities. It is likely that data collected for the 2009-2010 and 2010-2011 data reports would be shared with those interested in such a study.
- School districts could be encouraged to post up-to-date information about PBIS on their school websites.
- Peer to peer discussions/presentations: As part of the SD PBIS three-year training plan, PBIS districts are asked to participate in an implementer's forum during PBIS trainings. The forum is designed to showcase what is happening with PBIS in their schools. It is an opportunity to share and learn with others. That approach could be expanded to other venues. Superintendent to superintendent, principal to principal, and teacher to teacher discussions about the benefits and challenges of implementing PBIS are of significant value.
- State-level PBIS leaders could encourage educators to participate in PBIS discussions/showcases at conferences. Some of the conferences that could be considered are the Indian Education Summit, Teacher Leadership Conference, Annual Parent Conference, Systems Change, TIE Conference and conferences sponsored by South Dakota's educators' organizations such as ASBSD, SASD, SDASSP, SDAESP, SDCA (SD Counselor Association), and the SDCASC (SD Council of Administrators of Special Education.)

Background Information about Positive Behaviors Interventions and Supports

PBIS and the Law

OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports (PBIS) published the following document about PBIS and the law.

Positive Behavioral Supports and the Law

Since Congress amended the Individuals with Disabilities Education Act (IDEA) in 1997, Positive Behavioral Supports has held a unique place in special education law. PBIS, referred to as Positive Behavioral Interventions and Supports in IDEA, is the only approach to addressing behavior that is specifically mentioned in the law. This emphasis on using functional assessment and positive approaches to encourage good behavior remains in the current version of the law as amended in 2004.

Why Emphasize PBIS?

Congress' reasons for encouraging the use of PBIS are clear and stem from (a) the historic exclusion of individuals with disabilities based on unaddressed behavior and (b) the strong evidence base supporting the use of PBIS.

In 1972, the court in *Mills v. Board of Education of the District of Columbia* (348 F.Supp. 866 (D.D.C. 1972)) found that students with disabilities were being excluded from educational opportunities for issues related to behavior (among other reasons). Congress intended to address this exclusion in the Individuals with Disabilities Education Act, as the Supreme Court in *Honig v. Doe* (484 U.S. 305 (1988)) clarified, saying:

Congress very much meant to strip schools of the *unilateral* authority they had traditionally employed to exclude disabled students, particularly emotionally disturbed students, from school (p. 323).

Yet the decision of the Honig court did not end concerns about behavior and discipline of children with disabilities. Congress recognized the need for schools to use evidence-based approaches to proactively address the behavioral needs of students with disabilities. Thus, in amending the Individuals with Disabilities Education Act both in 1997 and in 2004, Congress explicitly recognized the potential of PBIS to prevent exclusion and improve educational results in 20 U.S.C. § 1401(c)(5)(F):

(5) Almost 30 years of research and experience has demonstrated that the education of children with disabilities can be made more effective by—

(F) providing incentives for whole-school approaches, scientifically based early reading programs, ***positive behavioral interventions and supports***, and early intervening services to reduce the need to label children as disabled in order to address the learning and behavioral needs of such children (emphasis ours).

IDEA's Requirements to Use Functional Assessments and Consider PBIS

While Congress recognized the potential of PBIS, it was hesitant to dictate any one educational approach to schools. Indeed, Congress was careful to balance the need to promote the education of children with disabilities and the right of states to govern their own educational systems. IDEA's requirements regarding the use of functional assessments and PBIS reflect this balance. IDEA requires:

- The IEP team to consider the use of Positive Behavioral Interventions and Supports for any student whose behavior impedes his or her learning or the learning of others (20 U.S.C. §1414(d)(3)(B)(i)).
- A functional behavioral assessment when a child who does not have a behavior intervention plan is removed from their current placement for more than 10 school days (e.g. suspension) for behavior that turns out to be a manifestation of the child's disability (20 U.S.C. §1415(k)(1)(F)(i)).
- A functional behavioral assessment, when appropriate, to address any behavior that results in a long-term removal (20 U.S.C. §1415(k)(1)(D)).

IDEA, Professional Development and PBIS

Congress further recognized that, to encourage implementation of PBIS, funds needed to be allocated to training in the use of PBIS. Thus, IDEA provides additional support for the use of PBIS in its provisions by authorizing states to use professional development funds to "provide training in methods of . . . positive behavioral interventions and supports to improve student behavior in the classroom" (20 U.S.C. §1454(a)(3)(B)(iii)(I)).

Congress also provided for competitive grant funds that can be used to:

- Ensure that pre-service and in-service training, to general as well as special educators, include positive behavior interventions and supports (20 U.S.C. §1464 (a)(6)(D) & (f)(2)(A)(iv)(I)).
- Develop and disseminate PBIS models for addressing conduct that impedes learning (20 U.S.C. §1464(b)(2)(H)).
- Provide training and joint training to the entire spectrum of school personnel in the use of whole school positive behavioral interventions and supports (20 U.S.C. §1483(1)(C & D)).

Professional development is key to proper implementation of PBIS and the improved behavioral outcomes that PBIS can foster. After all, for an IEP team to truly "consider" the use of PBIS requires knowledge of PBIS, discussion of its use, and the capacity to implement PBIS to improve outcomes and address behavior.

Source: http://www.pbis.org/school/pbis_and_the_law/default.aspx

Sections for IDEA 2004 that reference positive behaviors and supports:

- Sec. 654(a)(3)(B)(iii)(I) - positive behavioral interventions and supports to improve student behavior in the classroom;
- Sec. 300.324(a)(2)(i) - In the case of a child whose behavior impedes the child's learning or that of others, consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior;
- Sec. 614(d)(3)(B)(i) -in the case of a child whose behavior impedes the child's learning or that of others, consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior;
- Sec. 665(b)(1)(C) -joint training for administrators, parents, teachers, related services personnel, behavioral specialists, and other school staff on effective strategies for positive behavioral interventions and behavior management strategies that focus on the prevention of behavior problems;
- Sec. 662(a)(6)(D) -positive behavioral supports.
- Sec. 662(a)(7)(G) -fostering positive relationships with parents.
- Sec. 300.34(c)(10)(vi) - Assisting in developing positive behavioral intervention strategies.
- Sec. 300.34(c)(14)(v) - Assisting in developing positive behavioral intervention strategies.
- Source: http://idea.ed.gov/explore/search?search_option=all&query=positive+behavior

PBIS is a Nationally Recognized Initiative

Recognition and support for PBIS on a national level is apparent. PBIS has gained support among many groups. It is important that South Dakota's educational leaders, state-level personnel, superintendents and principals and others understand PBIS practices and procedures, how PBIS is implemented with fidelity, and the positive outcomes for all students.

US Department of Education:

The US Department of Education (USDE), Office of Special Education Programs (OSEP) uses the term *school-wide positive behavioral interventions and supports* (SWPBIS).

USDE established the Technical Assistance Center (TAC) on Positive Behavioral Interventions and Supports. Information about the OSEP TAC is found at: <http://www.pbis.org/>

A 2011 US Department of Education publication titled, ***Smart Ideas to Increase Educational Productivity and Student Achievement***, states,

Invest in evidence-based practices like positive behavioral interventions and supports (PBIS). Over 12,000 schools across the country are implementing the core principles of school-wide PBIS. These schools, many with limited or no additional resources, have reduced the amount of time students are excluded from the instructional environment due to office discipline referrals or suspensions. These reductions have led to increased time for instruction and more time for learning and higher achievement.

Time saved by administrators is then devoted to activities that boost student achievement, lessening the need to devote other funds for this purpose. Students, meanwhile, spend more time learning in class, reducing the need for outside tutoring or other assistance.

Source: <http://www2.ed.gov/policy/gen/guid/secletter/productivity.doc>

The document, *Smart Ideas to Increase Educational Productivity and Student Achievement*, is included in Part C: Artifacts and Evidence.

Additional information about PBIS can be found at the following US Department of Education related websites:

- **Doing What Works: Research-based education practices online**
http://dww.ed.gov/Reducing-Behavior-Problems/Schoolwide-Approach/learn/?T_ID=25&P_ID=67&t=3
- **What Works Clearing House**
http://ies.ed.gov/ncee/wwc/pdf/practice_guides/behavior_pg_092308.pdf

Several prominent educational organizations provide supporting information about PBIS.

- Council of Chief State School Officers (<http://www.ccsso.org>)
- National Association of State Directors of Special Education (<http://www.nasdse.org>)
- Council for Exceptional Children (<http://www.cec.sped.org>)
- National Association of School Psychologists (<http://www.nasponline.org>)
- The Learning Disabilities Association of America (<http://www.ldaamerica.org>)
- National Education Association (<http://www.nea.org>)

The following is information about PBIS from the organizations listed above:

Council for Exceptional Children: *CEC Supports Bill Expanding PBIS and EIS for All Students- 08/10/2010*

Positive Behavior Intervention and Supports (PBIS) and Early Intervention Services (EIS) were both born in special education. But their impact in that arena has demonstrated that these interventions hold great possibilities for all of education. Therefore, CEC is supporting legislation introduced by Senators Bennet (D-Colo.), Franken, (D-Minn.), Alexander (R-Tenn.) and Burr (R-N.C.), which would expand every school's ability to use these critical interventions.

The *Achievement Through Prevention Act* aims to promote school-wide positive environments, and support students proactively not just reactively. Of particular interest to CEC and its members, this legislation specifically supports several of CEC's ESEA Recommendations and would improve coordination between special educators and general educators by effectively aligning the Individuals with Disabilities Education Act (IDEA) and the Elementary and Secondary Education Act (ESEA) in these preventative approaches.

Specifically, the legislation seeks to increase the implementation of school-wide PBIS and EIS in order to improve student academic achievement, reduce over-identification of students with disabilities, and reduce disciplinary problems in schools.

For example, it would: a) integrate PBIS and EIS in state educational agency planning; b) encourage PBIS and EIS development and implementation by local educational agencies; c) provide technical assistance and training; and d) foster related school reform and support activities, including examining school efforts to identify and assist students with poor academic achievement and behavioral problems. The legislation would also increase families' involvement in their child's education and in the school.

CEC is actively working with several congressional offices and the administration to promote its Public Policy Agenda and policy recommendations. As ESEA reauthorization heats up, be sure to stay tuned to the Policy Insider for more information! Posted on 08/10/2010 at 12:05 PM
Source: cecblog.typepad.com/policy/2010/08/cec-supports-bill-expanding-pbis-and-eis-for-all-students.html

National Association of State Directors of Special Education and Council of Administrators of Special Education:

Note: Nationally and in many states, Response to Intervention is recognized as being the umbrella term for academic and behavioral systems of support and interventions. NASDSE uses the term RtI to encompass both RtI (the academic side) and PBIS (the behavior side). (See information about RtI/Academic/Behavioral Umbrella in the appendix of this report.)

Response to Intervention Blueprints: District Level Edition

The National Association of State Directors of Special Education (NASDSE) and the Council of Administrators of Special Education (CASE) believe that Response to Intervention (RtI), sometimes referred to as Response to Instruction, holds great promise as an instructional process to benefit all children and youth.

RtI should be applied to decisions in general, remedial and special education, creating a well integrated system of instruction/intervention guided by student outcome data. Student outcome data are crucial to:

- make accurate decisions about the effectiveness of general and remedial education instruction/interventions
- **undertake early identification/intervention with academic and behavioral problems**
- prevent unnecessary and excessive identification of students with disabilities
- make decisions about eligibility for special programs, including special education;
- determine individual education programs and deliver and evaluate special education services

Learning Disabilities Association of America (LDA)

Excerpt from March 23, 2010 letter to The Honorable George Miller and The Honorable John Kline, Ranking Member Committee on Education and Labor, U.S. House of Representatives
Washington, DC 20515

Dear Chairman Miller and Ranking Member Kline:

The Learning Disabilities Association of America (LDA) is a strong supporter of the main purpose of the Elementary and Secondary Education Act (ESEA): to afford all children an opportunity to meet challenging academic standards and, in doing so, to close the achievement gap for all students, including students with disabilities.

As Congress moves toward the reauthorization of the ESEA [currently authorized as the No Child Left Behind Act (NCLB)], LDA urges consideration of the following important principles:

V. Identify students with learning and behavioral challenges early and provide targeted instruction before referral for special education services.

The forerunner of the Individuals with Disabilities Education Act (IDEA) was first passed in 1975 to meet the instructional needs of identified students with disabilities. These needs must continue to be the primary mission of the IDEA. The 2004 reauthorization of the IDEA allows school districts to use up to 15 percent of their federal IDEA State Grant (Part B) funds to develop and implement coordinated early intervening services for *general education students not currently eligible for special education*.

The IDEA also provides that a process of "*scientific, research-based interventions*" may be used in addressing academic and **behavioral challenges** prior to a referral for special education services in the category of specific learning disabilities.

These interventions have become known generically as Response to Intervention (RTI). **In fact, RTI and other such interventions are general education initiatives designed to provide early intervention supports and services for all children who are below grade level achievement.** "Scientific, research-based interventions" have been included in the IDEA, even though the services referred to are not special education and related services. If school staff suspects that a student in an intervention program may have a disability, the IDEA allows data collected from those interventions to be used as part of the comprehensive special education evaluation.

Source: <http://www.lidaamerica.org/pdf/LDA%20%20ESEA%20Comments%2003.22.10.pdf>

National Education Association:

Findings from the National Education Association's Nationwide Study of Bullying: Teachers' and Education Support Professionals' Perspectives by Michaela Gulemetova and Darrel Drury, *National Education Association*; Catherine P. Bradshaw, *Johns Hopkins University*

This research brief reports the results of a National Education Association (NEA) survey of teachers and education support professionals (ESPs) that addresses the problem of bullying in America's public schools.

An important predictor of staff members' willingness to intervene in bullying situations was their subjective sense of connectedness to the school, defined as "the belief held by adults in the school that they are cared about as individuals and professionals involved in the learning process."

Specifically, school staff members' perceptions of their relationships with colleagues and school administrators, their perceptions of safety, and their overall sense of belonging within the school community were associated with a greater likelihood of intervening in bullying situations.

A recent study of School-Wide Positive Behavior Supports found that high fidelity implementation of the model was associated with significant improvements in staff members' connectedness to others within the school (Bradshaw, Koth, Thornton, & Leaf, 2009); thus Positive Behavior Supports may also have an impact on staff members willingness to intervene and participate in prevention efforts, as well as on students' bullying behavior (Waasdorp, Bradshaw, & Leaf, 2011).

Source: [http://www.stopbullying.gov/references/white house conference/white house conference materials.pdf](http://www.stopbullying.gov/references/white%20house%20conference/white%20house%20conference%20materials.pdf)

National Association of School Psychologists:

Positive Behavioral Supports, Information for Educators by Andrea M. Cohn

Why Do We Need PBS?

- Problem behavior is the single most common reason why students are removed from regular classrooms. Even though students with extreme problem behavior represent only 20% of school enrollment, they can account for more than 50% of behavioral incidents.
- Harsh punishment and zero tolerance policies have not been effective at either improving behavioral climate in schools, or preventing students with problem behaviors from entering the juvenile justice system.
- Three years after being excluded from school, almost 70% of these youth have been arrested.

Source: http://www.nasponline.org/resources/factsheets/pbs_fs.aspx

Positive Behavior Interventions and Supports (PBIS) Defined:

Note: School-wide Positive Behavior Interventions and Supports (SWPBIS), Positive Behavior Supports (PBS) and Positive Behavior Interventions and Supports (PBIS) appear to be interchangeable terms. While there may be some differences, programs using those acronyms share common elements, processes, and procedures. For a more complete understanding of the broad definition of positive behaviors and supports, several sources are cited. **South Dakota uses the term Positive Behavior Interventions and Supports (PBIS.)**

US Department of Education:

The US Department of Education (USDE), Office of Special Education Programs (OSEP) uses the term *school-wide positive behavioral interventions and supports* (SWPBIS).

USDE established the Technical Assistance Center (TAC) on Positive Behavioral Interventions and Supports. Information about the OSEP TAC is found at: <http://www.pbis.org/>

The purpose of TAC is to give schools capacity-building information and technical assistance for identifying, adapting, and sustaining effective school-wide disciplinary practices.

School-Wide PBIS (SWPBIS) is defined by the OSEP TAC as follows:

Improving student academic and behavior outcomes is about ensuring all students have access to the most effective and accurately implemented instructional and behavioral practices and interventions possible. SWPBS provides an operational framework for achieving these outcomes. More importantly, SWPBS is NOT a curriculum, intervention, or practice, but IS a decision making framework that guides selection, integration, and implementation of the best evidence-based academic and behavioral practices for improving important academic and behavior outcomes for all students. In general, SWPBS emphasizes four integrated elements: (a) data for decision making, (b) measurable outcomes supported and evaluated by data, (c) practices with evidence that these outcomes are achievable, and (d) systems that efficiently and effectively support implementation of these practices. Source: http://www.pbis.org/school/what_is_swpbs.aspx

The National Association of School Psychologists:

NASP uses the term Positive Behavioral Support (PBS). According to that organization, PBS is defined as follows:

Positive Behavioral Support (PBS) is an empirically validated, function-based approach to eliminate challenging behaviors and replace them with prosocial skills. Use of PBS decreases the need for more intrusive or aversive interventions (i.e., punishment or suspension) and can lead to both systemic as well as individualized change.

PBS can target an individual student or an entire school, as it does not focus exclusively on the student, but also includes changing environmental variables such as the physical setting, task demands, curriculum, instructional pace and individualized reinforcement. Thus it is successful with a wide range of students, in a wide range of contexts, with a wide range of behaviors.

Blending behavioral science, empirically validated procedures, durable systems change and an emphasis on socially important outcomes, PBS always involves data-based decision making using functional behavioral assessment and ongoing monitoring of intervention impact.

Source: http://www.nasponline.org/resources/factsheets/pbs_fs.aspx

The Association for Positive Behavior Support:

APBS uses the term Positive Behavior Support (PBS). According to that organization, PBS is defined as follows:

Positive Behavior Support (PBS) is a set of research-based strategies used to increase quality of life and decrease problem behavior by teaching new skills and making changes in a person's environment. Positive behavior support combines:

- *valued outcomes;*
- *behavioral and biomedical science;*
- *validated procedures; and*
- *systems change to enhance quality of life and reduce problem behaviors*

Source: http://www.apbs.org/new_apbs/genIntro.aspx

National Association of State Directors of Special Education:

NASDSE uses the term Positive Behavior Interventions and Supports (PBIS). According to NASDSE's **inForum: In Depth Policy Analysis (February, 2007)**– *An analysis of a critical issue in special education*, PBIS is defined as follows:

PBIS is a behaviorally based systems approach designed to enhance the capacity of schools and communities to employ research-based practices in contexts where teaching and learning take place. Emphasis is placed on creating and sustaining primary (school-wide), secondary (classroom or small group) and tertiary (individual) systems of support that improve outcomes for all students by making problem behavior less effective and desired behavior more functional. It states that the PBIS Center describes the following components of successful statewide PBIS implementation:

- *a leadership team that actively coordinates implementation efforts;*
- *an organizational umbrella with adequate funding, broad visibility and consistent political support;*
- *a foundation for sustained and broad-scale implementation established through (1) a
 - *cadre of individuals who can provide coaching support for local implementation, (2) a*
 - *small group of individuals who can train teams on the practices and processes of school-wide PBIS, and (3) a system for ongoing evaluation; and**
- *a small group of demonstration schools that documents the viability of the approach within the local fiscal, political and social climate of the state.*

Source: <http://www.projectforum.org/docs/StatewideBehaviorInitiatives.pdf>

State Departments of Education:

All states provide information about positive behaviors and interventions. Various definitions of SWPBS, PBS or PBIS can be found by going to state departments of education websites. Each state's PBIS coordinator is on PBIS.org at http://www.pbis.org/links/pbis_network/default.aspx

South Dakota Department of Education:

According to the 2010 SD DOE website, PBIS is defined by the South Dakota Department of Education as follows:

Positive behavioral interventions and supports (PBIS) is comprised of a broad range of systemic school-wide, group, and individualized strategies for achieving important social and learning outcomes while preventing problem behavior with all students. PBIS is not a specific “model” but a compilation of effective practices, interventions, and systems change strategies that have been proven to be empirically effective and efficient. PBIS has relevant applications to educating all children and youth in schools or other community settings.

PBIS is a data driven systems approach developed to assist schools and community settings achieve socially important behavior change. Systems are put in place to support staff while they teach and encourage positive, healthy behaviors. PBIS is the integration of four elements:

- Operationally defined and valued outcomes,
- Behavioral and biomedical science,
- Research-validated practices, and
- Systems change to both enhance the broad quality with which all students are living/learning and reduce problem behaviors.

When schools or community settings implement PBIS the result is documentation of more desirable child or youth behaviors and safer learning environment where students are able to achieve increased learning.

The PBIS Leadership Team began conceptualizing this plan in April 2006 and has provided advice and input concerning the best approach for implanting PBIS across SD. The SD PBIS Leadership Team is comprised members who represent Mental Health, Head Start, ESA, School Psychologists, Division of Developmental Disabilities, Special Education Directors, Higher Education, Parents, and the Department of Corrections. The primary purpose and role of the SD PBIS Leadership Team is to serve as advisors. In this role, members review products and provide input, review evaluation data, analyze data, raise critical questions and suggestions for improvement, make connections with policy makers to generate support as needed, and to generate political and public support by sharing information with representative groups.

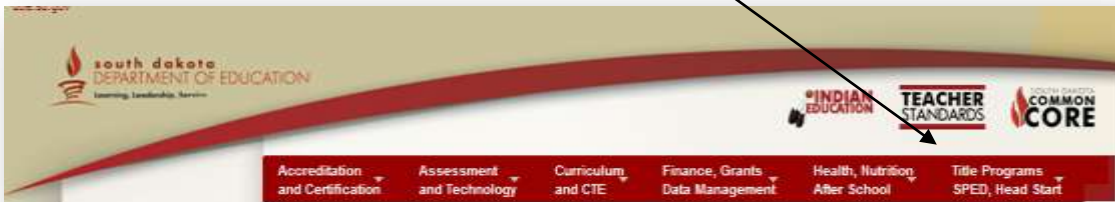
Source: http://doe.sd.gov/oess/sped_pbis.asp

2010-2011 PBIS Data Report

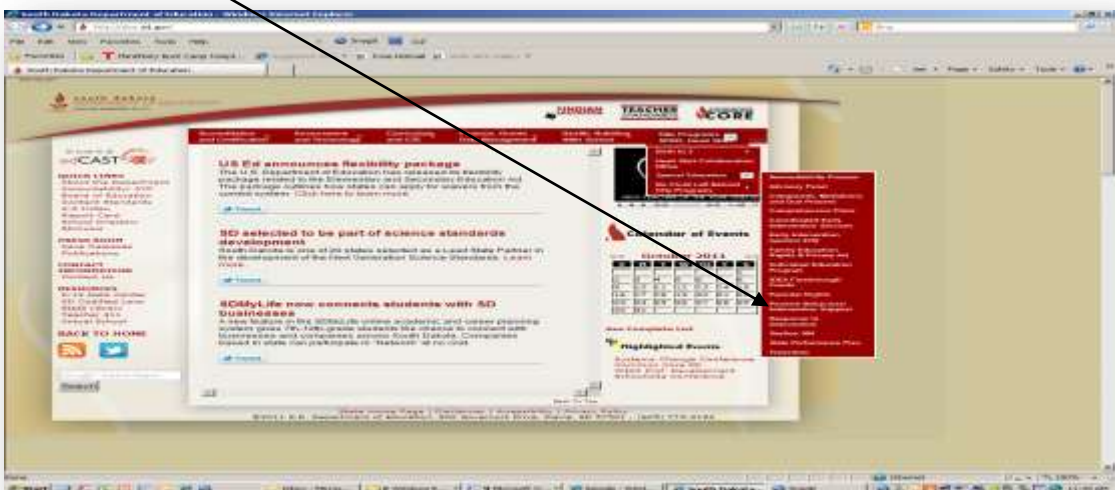
Information about PBIS in South Dakota can be found on the SD DOE website. This a May 12, 2011, screen shot of the PBIS information posted on the web:



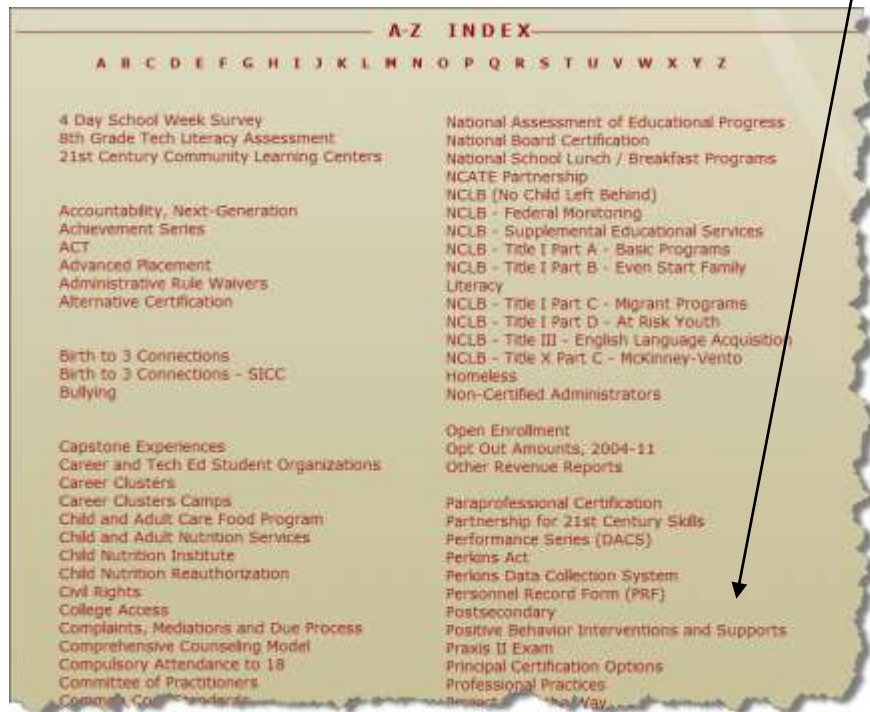
There are two ways to access the PBIS information. Click on *Title Programs, SPED, Head Start*:



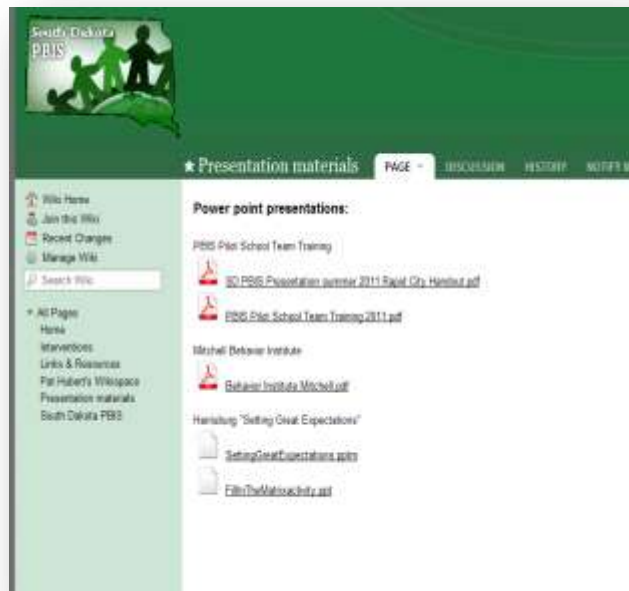
A dropdown menu lists PBIS:



Another way to access information about PBIS information is to go to the A-Z Index.



Another site to find information about SD PBIS Initiative is at <http://sdpbis.wikispaces.com>



Additional information listed on the SD PBIS Wiki includes the following:

WEB LINKS

- Florida's Positive Behavior Support Website; **LOTS** of great resources/forms/templates etc:
<http://flpbs.fmhi.usf.edu>
- Dianna Browning Wright's California Positive Environments Network of Trainers:
<http://www.pent.ca.gov>
- Carteret County Public School System's PBIS program:
<http://www.carteretcountyschools.org/mcp/Teacherwebs/ADMINISTRATOR/>
- SWIS Behavior Data Collection System: SWIS - School Wide Information System
- APBS Standards of Practice: http://apbs.org/standards_of_practice.html
- Association of PBS: http://www.apbs.org/new_apbs/pbsinfo.aspx
- PBIS Website: www.pbis.org/researchliterature.htm; <http://www.pbis.org/schoolwide.htm#top>
- PBS Project newsletter: http://flpbs.fmhi.usf.edu/resources_newsletter.asp
- Technical Assistance Center on Social Emotional Intervention for Young Children:
<http://challengingbehavior.org>
- Intervention Central: <http://interventioncentral.com>
- Center for Effective Collaboration & Practice: <http://cecp.air.org>
- California Positive Environments Network of Trainers: <http://www.pent.ca.gov>
- Teaching Children with Autism: (good resource for forms): <http://polyxo.com>
- PBS Project On-Line Modules: http://flpbs.fmhi.usf.edu/requestservices_onlinemodules.asp
- School-Wide PBS, Individual PBS, Online Academy, Individual & SW-PBS foundations & practices, FBA, interventions, <http://elearnndesign.org/resources.html>
Univ. Oregon Training Manuals, Notes/Ideas on School-Wide implementation from Oregon,
<http://pbismanual.uoecs.org/manual.html>
- Kansas Training Modules & links,
www.pbiskansas.org/htdocs/external_links/default.html#onlinetrainingmodules

GREAT BOOKS

- Janney, R. & Snell, M. (2008). Behavioral Support, 2nd Edition. Brookes Publishing Company: Baltimore, MD.
- George, H.P., Kincaid, D. & Pollard-Sage, J. (2008). Primary Tier Interventions and Supports. In W. Sailor, G. Dunlap, G. Sugai & R. Horner (Eds.), Handbook of Positive Behavior Support. Springer Publishing: Lawrence, KS, 371-390.

VIDEOS

- Positive Bus Behavior -
http://www.youtube.com/watch?v=6MqcTIBwY2E&feature=player_embedded#
- Hand Washing with Soapy- <http://www.youtube.com/watch?v=eNhS2uyC6xI&feature=related>
- Locker Security: <http://www.youtube.com/watch?v=52Q0V12aTf4&feature=related> Walking in the Halls: <http://www.youtube.com/watch?v=PxcIIWz0x1U&feature=related>
- Appropriate Voice Levels: <http://www.youtube.com/watch?v=7n0yxmQP140&feature=related>
<http://www.youtube.com/watch?v=40mYbGuVR70>
- Purple People Eaters at Nautilus Elementary: <http://www.youtube.com/watch?v=Bnf9KB3s7qk>
- SLANT with Dr. Anita Archer: <http://vimeo.com/6771095>

South Dakota utilizes many PBIS documents that were developed by Florida's Positive Behavior Support Project to guide the processes and procedures of PBIS implementation. Dr. Don Kincaid, director of the Florida Positive Behavior Support Project at the University of South Florida, is the PBIS TA Center Partner for SD. Dr. Kincaid has provided technical assistance to SD DOE staff and professional development to SD school personnel during past years. It is therefore, of interest to note information about Florida's positive behaviors and supports project.

Florida's Positive Behavior Support (PBS) Project:

Note: A comprehensive definition of PBS is found on the Florida's Positive Behavior Support (PBS) Project website. This website is of significance because South Dakota's PBIS project utilizes, with permission, many resources developed by Florida's project. Don Kincaid, the director of the Florida project, is the PBIS Technical Assistance Center (TAC) partner for South Dakota and has been one of SD's professional development providers.

The use of various acronyms is significant enough that the Florida's Positive Behavior Support (PBS) Project addresses the acronym issue in the FAQ section of their website:

What is the Difference between PBS, PBIS, and EBS?

PBS is the same as PBIS and EBS. PBIS stands for Positive Behavioral Interventions and Strategies and EBS stand for Effective Behavior Supports and both are alternative terms used to identify PBS. These terms can be used interchangeably, yet most states tend to favor the terms PBS or PBIS.

Source: <http://flpbs.fmhi.usf.edu/pdfs/FAQs%20final%20revision%2011%2018%2005.pdf>

PBS is defined by the Florida Department of Education as follows:

Positive Behavior Support (PBS) gives people a new way to think about behavior. PBS is based on understanding why problem behaviors occur - the behavior's function. This approach to behavior can occur on a school-wide level, in a specific setting, classroom, or with an individual student. PBS is the application of evidence-based strategies and systems to assist schools to increase academic performance, increase safety, decrease problem behavior, and establish positive school cultures. On an individual level, PBS uses functional behavior assessments to understand the relationships between a student's behavior and characteristics of his or her environment. The functional behavior assessment identifies multiple strategies to effectively reduce problem behavior including changing systems, altering environments, teaching skills, and focusing on positive behaviors. The PBS process results in the creation of effective intervention plans that will impede problem behaviors, teach new skills, and create support systems for the student.

On a school-wide level, PBS relies on accurate and reliable discipline referral data to understand the behaviors occurring across campus. An analysis of the data allows a school team to identify the problem areas, brainstorm interventions such as where and what to teach, reward the students exhibiting the expected behavior, and communicate findings to the staff, students, and families. The PBS process is a team-based approach that relies on a strong collaboration between families and professionals from a variety of disciplines regardless of the level implemented.

PBS provides a positive and effective alternative to the traditional methods of discipline. PBS methods are research-based and proven to significantly reduce the occurrence of problem behaviors in the school, resulting in a more positive school climate and increased academic performance. PBS is consistent with the Individuals with Disabilities Education Act, which advocates the use of positive behavior interventions and school-based disciplinary strategies that reduce or eliminate the need to use suspension and expulsion as disciplinary options.

Source: http://flpbs.fmhi.usf.edu/whatispbs_def.asp

Washington Office of Superintendent of Public Instruction:

The Washington PBIS Network (WaPBIS) defines PBIS as follows:

Positive Behavior Interventions & Supports (PBIS) has been referred to as those systems and individualized supports and interventions that help people enhance and improve their productive social behavior while reducing any problematic behavior they may use. In the past decade, major advances have been seen in community settings, particularly in public schools, as providers and consumers implement PBIS systems and strategies.

At the Washington PBIS Network, we are primarily focusing on improving school environments as educators implement School-wide Positive Behavior Interventions & Supports (SPBIS). SPBIS implementation in schools focuses on three levels or tiers of intervention, which include:

- Tier 1: Universal Interventions*
- Tier 2: Targeted Group Interventions*
- Tier 3: Intensive, Individualized Interventions*

Different states may use slightly different labels for these tiers, but conceptually, the idea is that differing student behavior requires differing approaches that are efficient and effective in schools. The three tiered triangle is now a commonly used figure for the SPBIS model.

The SPBIS approach concentrates on essential features and data based decision-making in schools. Schools apply essential features in SPBIS by establishing clear social expectations and then teaching, modeling, and reinforcing behaviors that match the expectations across all school settings. Behavioral data on social skill use and on problematic behavior are used to guide improvements in SPBIS across the school. Sustained use of essential SPBIS features has been found to enhance the social and academic outcomes of students. Source: <http://wapbis.org/pbis>

Oregon Department of Education:

PBIS is defined by the Oregon Department of Education as follows:

Positive Behavioral Interventions and Supports (PBIS) is intended to design systemic behavior support systems which will allow students to focus on instruction and be successful in school. "...[PBIS] can be described as a data-driven, team-based framework or approach for establishing a continuum of effective behavioral practices and systems that (a) prevents the development or worsening of problem behavior and (b) encourages the teaching and reinforcement of prosocial expectations and behavior across all environments for all students by all staff (Sugai, Simonsen, & Horner, 2008)."

It is of interest to note the Oregon Department of Education definition of PBIS was previously titled *PBS* in literature and documents. Dianna Carrizales, Director of Monitoring, Systems, and Outcomes, Oregon Department of Education, Office of Student Learning and Partnerships, issued the following memo regarding using the term *PBIS* instead of *PBS*.

Note the reason for the change in terminology is because PBS is the common acronym for Public Broadcasting System in Oregon and across the nation.

To: Special Ed Directors, Superintendents and Principals
From: Office of Student Learning and Partnerships, Oregon Department of Education
RE: Important Change in Terminology PBS now PBIS

The Oregon Department of Education has been notified of a request from the Public Broadcasting Service (PBS) to immediately remove any printed references to the tiered model of behavioral support, referred to as “Positive Behavior Supports” and abbreviated as the acronym “PBS”. Effective immediately the Department was advised to refer to our tiered model of behavioral support in all cases as “Positive Behavioral Interventions and Supports” which will be abbreviated as “PBIS”.

At this time the Department is taking measures to ensure that all posted and printed references referred to as “Positive Behavior Supports” and abbreviated as “PBS” are instead referred to as “Positive Behavioral Interventions and Supports” which will be abbreviated as “PBIS”. We will no longer be using the term PBS in reference to this model. Changes to current and active web postings and documentation are anticipated to be complete by June 11 2010. Some prior and archived news announcements may still reflect this language.

Changes will apply to any references to “PBS” that refer to:

- Positive Behavior Supports
- Positive Behavioral Supports
- Positive Behavior Systems
- Positive Behavior Support Systems
- Or other similar variations

If your district or program is working within this model you are urged to be aware of this request from Public Broadcasting Service and where necessary, make this important change.

When appropriate for searches and in practice on the ODE website, these terms henceforth will be changed to: “Positive Behavioral Interventions and Supports” and will be abbreviated as “PBIS”, except when the reference is a legitimate reference to PBS in which case the appropriate search term will be—the Public Broadcasting Service.

For more information contact: Dianna.Carrizales@state.or.us

Source: <http://www.ohsa.net/>

Last Updated on Wednesday, 09 June 2010 13:11

Since PBS is the common acronym for *Public Broadcasting System* in Oregon and across the nation, this action may be a precursor for changes in the use of positive behavior terminology nationwide.

Information about PBIS in every state can be found at

http://www.pbis.org/links/pbis_network/default.aspx

OSEP Technical Assistance Center on
Positive Behavioral Interventions & Supports
Effective Schoolwide Interventions

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PBIS in Your State (PBIS Network)

Map of the United States showing state abbreviations: WA, MT, ND, MN, WI, MI, NY, VT, NH, ME, MA, RI, CT, NJ, DE, MD, DC, PA, OH, WV, VA, NC, SC, GA, FL, AL, MS, AR, OK, NM, AZ, UT, CO, NE, IA, IL, IN, KY, TN, MO, KS, NE, WY, ID, OR, CA, AK, HI.

PBIS Historical Information:

The historical information that follows was included in the 2009-2010 PBIS Data Report. Since the historical and research foundations of PBIS are important, the information is also included in this data report.

Foundation of Positive Behavior Model

A search of literature makes it clear that PBIS is the result of many years of research in behavioral science. The Journal of Positive Behavior Interventions (Winter, 2002), contains an article titled *Positive Behavior Support: Evolution of an Applied Science*, which discusses the evolution of positive behavior support:

Positive behavior support (PBS) is an applied science that uses educational and systems change methods (environmental redesign) to enhance quality of life and minimize problem behavior. PBS initially evolved within the field of developmental disabilities and emerged from three major sources: (a) applied behavior analysis, (b) the normalization/inclusion movement, and (c) person-centered values.

Applied behavior analysis is the systematic extension of the principles of operant psychology to problems and issues of social importance (Baer, Wolf, & Risley, 1968). Were it not for the past 35 years of research in applied behavior analysis, PBS could not have come into existence. Applied behavior analysis has made two major contributions to PBS. First, it has provided one element of a conceptual framework relevant to behavior change. Second, and equally important, it has provided a number of assessment and intervention strategies.

PBS is indebted to applied behavior analysis for the notion of the three-term contingency (stimulus-response reinforcing consequence), the concepts of setting event and establishing operations, and the notions of stimulus control, generalization, and maintenance (Chance, 1998; Miltenberger, 1997). These and other concepts have served as a critical springboard for the elaboration and development of PBS.

Source: http://www.beachcenter.org/Research/FullArticles/PDF/PBS16_PBS%20Evolution.pdf

Many sources of information indicate that PBS and PBIS is a result of research performed by individuals at the University of Oregon. Information about research leading to PBS is found on the *Safe and Civil Schools* website in a document titled, *Positive Behavior Support (PBS) — A Discussion*. That document states: *PBS as a construct is not new. It has roots in psychology via the theory of applied behavior analysis, but it has progressed from special education settings to general education [for an interesting historical view see B.F. Skinner's Technology of Teaching published in 1968.*

By the early 1970s, a few teachers working with students with behavioral challenges started using applied behavior analysis methods in their classrooms—restructuring systems, consistently reinforcing positive behavior, and teaching students how to act appropriately.

Beginning his career in education at that time, Randy Sprick had the good fortune to work with and learn from several of those teachers. By the late 1970s, pursuing a Ph.D. in Education at the University of Oregon, he integrated what he learned from them with his study of behavior analysis and, in 1981, he published these ideas in his seminal work, The Solution Book.

The success of this initial volume triggered another book, Discipline in the Secondary Classroom (1985), and a more comprehensive schoolwide program, Foundations (1992). Since then, Dr. Sprick's theories, and those of the other researchers working in this area, have evolved.

The website goes on to describe the evolution of PBIS as follows:

Positive Behavioral Interventions and Strategies (PBIS) is a specific schoolwide program that uses PBS. In the late 1990s, George Sugai and Rob Horner, researchers from the University of Oregon, developed the Effective Behavior Supports (EBS) program, which has since come to be known as Positive Behavioral Interventions and Strategies (PBIS).

Source: <http://www.safeandcivilschools.com/research/papers/pbs.php>

An article by Drs. Sugai, Horner and others, titled, *Applying Positive Behavior Support and Functional Behavioral Assessments in Schools*, states:

PBS was developed initially as an alternative to aversive interventions used with students with significant disabilities who engaged in extreme forms of self-injury and aggression (Durand & Carr, 1985; Meyer & Evans, 1989). More recently, the technology has been applied successfully with a wide range of students, in a wide range of contexts (Carr et al., 1999; Horner, Albin, Sprague, & Todd, 1999), and extended from an intervention approach for individual students to an intervention approach for entire schools (Colvin, Kame'enui, & Sugai, 1993; Colvin, Sugai, Good, & Lee, 1997; Lewis, Colvin, & Sugai, in press; Lewis, Sugai, & Colvin, 1998; Taylor-Greene et al., 1997; Todd, Horner, Sugai, & Sprague, 1999).

Positive behavior support (PBS) and functional behavioral assessment (FBA) are two significant concepts of the 1997 amendments to the Individuals with Disabilities Education Act.

These two concepts are not new, but they are important for improving the quality of efforts to educate children and youth with disabilities.

An important message is that positive behavioral interventions and supports involve the whole school, and successful implementation emphasizes the identification, adoption, and sustained use of effective policies, systems, data-based decision making, and practices.

On June 4, 1997, amendments to the Individuals with Disabilities Education Act (IDEA) became law (P.L. 105-17). These amendments introduced several new concepts, two of which are particularly important to the education of children whose behaviors violate school codes of conduct or are outside personal or interpersonal norms of acceptable social behavior: (a) positive behavior support (PBS) and (b) functional behavioral assessment (FBA). Section 614 (d)(3)(B)(i) of P.L. 105-17 states that "in the case of a child whose behavior impedes his or her learning or that of others, the child's IEP [Individualized Education Program] team must consider, when appropriate, strategies, including positive behavioral intervention strategies and supports, to address that behavior." Section 615 (k)(1)(B)(i) of the law states, "If the local educational agency did not conduct a functional behavioral assessment and implement a behavioral intervention plan for such child before the behavior that resulted in the suspension described in subparagraph (A), the agency shall convene an IEP meeting to develop an assessment plan to address that behavior." In addition, "If the child already has a behavioral intervention plan, the IEP Team shall review the plan and modify it, as necessary, to address the behavior" (Section 615(k) (1)(B)(ii)).

PBS and FBA are not new. However, in the context of IDEA, they represent an important effort to improve the quality of behavioral interventions and behavior support planning. As schools organize to meet these requirements and to build their capacity to meet the behavioral needs of all students, especially students with disabilities, attention must be given to the definitions, features, and uses of PBS and FBA.

Source: http://digitalcommons.calpoly.edu/cgi/viewcontent.cgi?article=1031&context=gse_fac

The Michigan Department of Education, in a document titled, School-wide Positive Interventions and Supports, Implementation Guide, 2010, says this about the origins of PBIS:

Since its inception more than 13 years ago at the University of Oregon, Positive Behavioral Interventions & Supports (PBIS) has developed into a framework that can be used by any school to help improve the social and learning behaviors of students and decrease disruptions that interfere with instruction. PBIS is now implemented in thousands of schools across the country.

Source: http://www.michigan.gov/documents/mde/SchoolwidePBS_264634_7.pdf

Overview of PBS in the US Department of Education

Positive behavior and support was codified as part of the Federal IDEA Act of 1997- Individuals with Disabilities Education Act. According to IDEA '97:

PBS is the recommended form of intervention for dealing with challenging behavior in children with disabilities. Failure to implement IDEA, due to a lack of incentives or negative attitudes toward children with challenging behaviors by administrators, policy makers and school personnel, is unacceptable. Students should not be excluded from school based solely upon inappropriate social behavior. Appropriate services can readily address and modify many of these behaviors, leading to more positive outcomes than simple punishment.

Source: NASP Fact Sheet - http://www.nasponline.org/resources/factsheets/pbs_fs.aspx

The 1997 amendments to IDEA introduced the requirement that individualized education program (IEP) teams consider the use of *positive behavioral interventions and supports*, and other strategies, to address the behavior of a child with disabilities whose behavior impedes the child's learning or that of others.

In response, the Office of Special Education Programs (OSEP) funded the Technical Assistance Center on Positive Behavioral Interventions and Supports (PBIS Center I) in 1998 to assist state educational agencies (SEAs) and local educational agencies (LEAs) address this new statutory requirement.

A framework was developed for implementing school-wide and program-wide positive behavioral supports (PBS). The framework consisted of the following three levels of interventions: primary, secondary, and tertiary. Primary interventions are system-wide strategies that support the appropriate behavior of all students in a school or program. Secondary interventions are targeted interventions for students at-risk for behavioral problems. Tertiary interventions are the most intensive and consist of individualized interventions for students exhibiting more serious behavioral problems.

Source: USDE: <http://www2.ed.gov/legislation/FedRegister/announcements/2008-3/073008b.html>

The second iteration of the PBIS Center (PBIS Center II), funded in 2003, continued the work of PBIS Center I and strengthened the evidence base for implementing primary, secondary, and tertiary interventions in schools and programs by evaluating, documenting, and disseminating information on the implementation of PBS components, identified during PBIS Center I, in a variety of demonstration sites. PBIS Center II also continued to identify and further develop school and program components needed for successful implementation of PBS, including among others, systems that support training and coaching for staff supporting the implementation of PBS and collecting and using data to scale-up and sustain PBS. In addition, PBIS Center II provided TA to SEAs and LEAs to develop their capacity to implement and sustain these components in schools or programs.

Over the past six years, the U.S. Department of Education's Office of Special Education Programs (OSEP) has invested in technical assistance to states and districts choosing to implement SW-PBS. Over 2900 schools across 34 states are now implementing or in the process of adopting SW-PBS. Implementation is occurring primarily in elementary and middle schools, but the approach is now being adapted, applied, and studied in over 200 high schools.

Source: www.pbis.org

The U.S. Department of Education, Office of Special Education Programs funds the National Technical Assistance Center on Positive Behavioral Interventions and Support. Support and recognition for PBIS appears to be stable at the federal level. The current administration is in the process of reviewing educational priorities and funding, including PBIS.

The **OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports (PBIS)** is a collaborative effort between the U.S. Department of Education and 11 technical assistance units across the United States. The TAC is directed by Drs. George Sugai (University of Connecticut), Rob Horner (University of Oregon), and Tim Lewis (University of Missouri). The TAC builds from a ten year history of defining, implementing and evaluating PBIS across more than 9000 schools in forty states.

The logic for the TAC is based on (a) documented need for improving the social behavior of students in U.S. schools, (b) demonstrated success of PBIS to improve both student social behavior and academic performance, (c) demonstrated effectiveness of PBIS as a practical technology that can be implemented at socially important scales by actual implementers, (d) the value of school-wide behavior support systems on the education of children with disabilities, and (e) a current need to extend PBIS practices to a broader range of students, schools, and contexts.

The TAC (a) provides the technical assistance to encourage large-scale implementation of PBIS; (b) provides the organizational models, demonstrations, dissemination, and evaluation tools needed to implement PBIS with greater depth and fidelity across an extended array of contexts; and (c) extends the lessons learned from PBIS implementation to the broader agenda of educational reform.

Source: www.pbis.org.

Research supporting PBIS:

As educators, it is important to understand PBIS is based on research and that research to validate processes and results is on-going. The following list provides information about educational research related to the practices and procedures of positive behavior interventions and supports.

The impact of school-wide positive behavioral interventions and supports (PBIS) on the organizational health of elementary schools by Bradshaw, Catherine P.; Koth, Christine W.; Bevens, Katherine B.; Ialongo, Nicholas; Leaf, Philip J., *School Psychology Quarterly*, Vol. 23(4), Dec 2008, 462-473. doi: [10.1037/a0012883](https://doi.org/10.1037/a0012883)

Article's Abstract

Positive Behavioral Interventions and Supports (PBIS) is a universal, school-wide prevention strategy that is currently implemented in over 7,500 schools across the nation to reduce disruptive behavior problems through the application of behavioral, social learning, and organizational behavioral principles. PBIS aims to alter school environments by creating improved systems and procedures that promote positive change in student behavior by targeting staff behaviors. The present study examined the impact of PBIS on school organizational health using data from a large randomized controlled trial of PBIS conducted in 37 elementary schools. Longitudinal multilevel analyses on data from 2,507 staff revealed a significant effect of PBIS on staff reports of the schools' overall organizational health, resource influence, and staff affiliation over a 3-year period. This study indicated that changes in school organizational health are important consequences of the PBIS whole-school prevention model, and might in turn be a potential mediator of the effect of PBIS on student performance. (PsycINFO Database Record (c) 2010 APA, all rights reserved)
Source: <http://psycnet.apa.org/journals/spq/23/4/462/>

Implementation of School-Wide Positive Behavioral Interventions and Supports (PBIS) in Elementary Schools: Observations from a Randomized Trial by Catherine P. Bradshaw, Wendy M. Reinke, Louis D. Brown, Katherine B. Bevens and Philip J. Leaf, *Education and Treatment of Children* - Volume 31, Number 1, February 2008, pp. 1-26, E-ISSN: 1934-8924 Print ISSN: 0748-8491, DOI: 10.1353/etc.0.0025

Article's Abstract

High fidelity implementation of school-wide PBIS has been linked with improvements in student and staff behavior, but less is known about which aspects of the model may be present in schools prior to training, and whether some features of PBIS are implemented faster than others. The present study examines the progression of school-wide PBIS implementation using School-wide Evaluation Tool data collected across three years from 21 schools randomly assigned to receive training in PBIS and 16 schools not trained in PBIS. Trained schools evidenced significantly higher levels of implementation fidelity. Non-trained schools showed some increases, but lagged behind trained schools on all subscales except Systems for Responding to Violations. Findings suggest that program trainers and behavior support coaches should concentrate initial efforts on strategies for Defining and Teaching Expectations, whereas less time may be needed for developing Systems for Responding to Violations. Recommendations for high fidelity implementation of school-wide PBIS are provided.

Source: http://mtw160-150.ippl.jhu.edu/login?url=/journals/education_and_treatment_of_children/v031/31.1.bradshaw.pdf

Is School-wide Positive Behavior Support an Evidence-based Practice?

This article, published on the federally funded OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports (PBIS) website, provides (a) the citations defining the context content for SWPBS, (b) the current status of evidence for each of the three tiers of the SWPBS approach (Primary Prevention, Secondary Prevention, Tertiary Prevention), and (c) summary of current and expected directions. Source: <http://www.pbis.org/research/default.aspx>

Primary Prevention Tier of School-wide Positive Behavior Support

This article, published on the federally funded OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports (PBIS) website, cites randomized control trials assessing SWPBS that are (a) proposed, (b) being conducted, or (c) recently completed. Source: <http://www.pbis.org/research/primary/default.aspx>

Academic Achievement and the Implementation of School-wide Behavior Support

This article, published on the federally funded OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports (PBIS) website, discusses recent research that indicates school-wide positive behavior is associated with decreased exclusionary, reactive and punitive discipline practices (Horner, Sugai, Todd, & Lewis-Palmer, 2005; Luiselli, Putnam, & Sunderland, 2002), increased student satisfaction (Lewis-Palmer, Horner, Sugai, Eber, & Phillips, 2002), and improved perceptions of school safety (Schneider, Walker, & Sprague, 2000).

The focus of this review is on research examining the relationship between school-wide behavior support and improved academic performance. 1.) There is a review of the relationship between academic achievement and problem behavior. 2.) Consideration is given to the relationships between school-wide positive behavior support and improved academic performance as measured by grades and standardized test performance. 3.) There is an exploration of why school-wide positive behavior support should improve academic performance. There is a summary of relationships between achievement and behavior as well as recommendations for further research. Source: http://www.pbis.org/pbis_newsletter/volume_3/issue1.aspx

Other documents related to PBIS research can be found at the TAC PBIS website at http://www.pbis.org/google_search.aspx?keyword=research

RTI & School-wide PBIS: How to prevent and respond to problem behavior

This information, citing research sources, was presented by Robert March, Ph.D. at the Midwest Educational Leadership Conference in Breckenridge, Colorado on June 22-23, 2010.

Dr. March is the director and founder of Successful Schools, Inc., which is a professional development and technical assistant organization comprised of university-based trainers with classroom experience. Dr. March is also a nationally certified school psychologist. He states that, ***Schools that are Least Effective in Supporting Students with Problem Behavior:***

- Have unclear and/or negative behavioral expectations.
- Have inconsistent implementation of consequences for problem behavior.
- Lack agreement among staff on behavioral expectations and consequences
- Do not accommodate individual student differences
 - Gottfredson, Gottfredson, Mayer, 1995
 - Mayer, Butterworth, Nafpaktitis, & Sulzar- Azaroff, 1983

Research Findings

Dr. March further states that research reviews indicate that the **most effective** strategies for preventing problem behavior in school are:

- Clear and Positive Behavioral Expectations
- Expectation are taught and acknowledged
- Staff are trained in supervision skills
- Individual Behavior Plans linked to School-wide Expectations
 - Gottfredson, 1997
 - Elliot, Hamburg, & Williams, 1998
 - Sprague & Smith, 2005*

Source: www.successfulschools.org

Source of Slides referenced above http://successfulschools.org/wp-content/uploads/Admin_EBS_Overview_MELC-June-22-2010_HANDOUT.pdf?phpMyAdmin=168c4a6ce7f3t76b9b6da

*Jeffrey Sprague, Ph.D., is a Professor of Special Education and Director of the University of Oregon Institute on Violence and Destructive Behavior. He directs federal, state and local research and demonstration projects related to positive behavior supports, response to intervention, youth violence prevention, alternative education, juvenile delinquency prevention and treatment, and school safety. His research activities encompass applied behavior analysis, positive behavior supports, behavioral response to intervention, functional behavioral assessment, school safety, youth violence prevention, and juvenile delinquency prevention.

Stephen Smith, MS, is involved in research, training, and program evaluation projects. He partners with the U.S. Department of Education: Office of Civil Rights and various state and local agencies across the U.S. presenting workshops and training in the areas of bullying, harassment and intimidation in schools. He also engages in original research in the areas of antisocial behavior, bullying and harassment, teacher training, and school-wide behavior management.

Other behavioral research by Dr. Sprague:

- Sprague, J. (2002). Getting effective school discipline practices to scale: B.E.S.T. practices staff development. *NASP Communicque*, 30(6), 28-32.
- Sprague, J., Colvin, G., Irvin, L., & Stieber, S. (1997). Assessing School Safety in Oregon: How do School Principals Respond? *Effective School Practices*, 17(2), 36-44.
- Sprague, J. R., & Golly, A. (2004). *Best behavior: Building positive behavior support in schools*. Longmont, CO: Sopris West Educational Services.
- Sprague, J., Smith, S., & Stieber, S. (2002). Principal Perceptions of School Safety. *Journal of School Violence*, 1(4), 51-64.
- Sprague, J., Sugai, G., Horner, R., & Walker, H. (1999) Using office discipline referral data to evaluate school-wide discipline and violence prevention interventions. *Oregon School Study Council*, 42(2), 1-18.
- Sprague, J., Sugai, G., & Walker, H. (1999). Antisocial behavior in schools. In S. Watson & F. Gresham (Eds.), *Child behavior therapy: Ecological considerations in assessment, treatment, and evaluation*. New York, NY: Plenum Press.

- Sprague, J., Walker, H., Golly, A., White, K., Myers, D.R., & Shannon, T. (2001). Translating research into effective practice: The effects of a universal staff and student intervention on indicators of discipline and school safety. *Education and Treatment of Children*, 24, 495-511.
- Sprague, J., Walker, H., Sowards, S., Van Bloem, C., Eberhardt, P., & Marshall, B. (in press). Sources of Vulnerability to School Violence: Systems-Level Assessment and Strategies to Improve Safety and Climate. *National Association of School Psychologists*.
- Sprague, J., Walker, H. M., Stieber, S., Simonsen, B., Nishioka, V., & Wagner, L. (2001). Exploring the relationship between school discipline referrals and delinquency. *Psychology in the Schools*, 38, 197-206.

Source: http://www.apbs.org/new_apbs/researchSchoolwide.aspx#S

Positive Behavioral Supports; Information for Educators- Andrea M. Cohn

This article, published in the National Association of School Psychologists Fact Sheet, states that Positive Behavioral Support (PBS) is an empirically validated, function-based approach to eliminate challenging behaviors and replace them with prosocial skills. Use of PBS decreases the need for more intrusive or aversive interventions (i.e., punishment or suspension) and can lead to both systemic as well as individualized change. The article cites articles and research.

Andrea M. Cohn was a doctoral student in the school psychology program at the University of Maryland. The fact sheet was developed during her summer (2001) internship at NASP.

Source: http://www.nasponline.org/resources/factsheets/pbs_fs.aspx

Overview of PBIS in South Dakota:

SD PBIS Timeline

1997	Positive behavior and supports written into federal law with the IDEA Act of 1997
2000	SD State legislature passed an administrative rule supporting positive behavioral interventions and supports for special education students.
2004	IDEA reauthorized with several sections referencing positive behaviors and supports
2005-2006	Rebecca Cain, SD DOE, designated as SD PBIS state-level coordinator State SPED Performance Plan addressed need for positive behaviors and supports SD DOE convened PBIS leadership team to develop plan
2006-2007	SD DOE invited three districts/3 schools to participate in PBIS training for implementation
2007-2008	School districts invited to apply; 5 districts/16 schools implementing PBIS
2008-2009	School districts invited to apply; 8 districts/26 schools implementing PBIS
2009-2010	School districts invited to apply; 13 districts/44 schools implementing PBIS; first PBIS data report published
2010-2011	School districts invited to apply; 17 districts/47 schools implementing PBIS; second PBIS data report published

South Dakota Legislative Response to IDEA 1997 in 2000

The South Dakota Department of Education responded to the Federal IDEA Act of 1997- Individuals with Disabilities Education Act, which recommended PBS as a form of intervention for dealing with challenging behavior in children with disabilities. Effective May 22, 2000, the SD State legislature passed an administrative rule supporting positive behavioral interventions and supports for special education students.

24:05:27:01.02. Development, review, and revision of individualized education program.

In developing, reviewing, and revising each student's individualized education program, the team shall consider the strengths of the student and the concerns of the parents for enhancing the education of their student, the results of the initial or most recent evaluation of the student, the academic, developmental, and functional needs of the student. The individualized education program team also shall:

(1) In the case of a student whose behavior impedes his or her learning or that of others, consider the use of positive behavioral interventions and supports and other strategies to address that behavior;

Source: 26 SDR 150, effective May 22, 2000; 32 SDR 41, effective September 11, 2005; 33 SDR 236, effective July 5, 2007. General Authority: SDCL 13-37-1.1. Law Implemented: SDCL 13-37-1.1 The complete text of this South Dakota Legislature Administrative Rule is found at: <http://legis.state.sd.us/rules/DisplayRule.aspx?Rule=24:05:27:01.02>

2005 State SPED Performance Plan

In 2005, the *State SPED Performance Plan* included the following provision:

Beginning in October 2005 and continuing through 2011, special education program staff will conduct professional development on the use of positive behavioral interventions and supports for all districts/schools showing significant discrepancies in rates of suspensions or expulsions of children with disabilities. (See page 30 of FFY 2005-2010 State Performance Plan for Special Education) Source: <http://doe.sd.gov/oess/specialed/SPP/pdfs/SPP2007.2008.pdf>

The South Dakota Positive Behavioral Interventions and Supports State Plan – 2005 -2006

In 2005, the SD Department of Education convened a leadership team to develop a plan to introduce Positive Behavior Interventions and Supports (PBIS) in South Dakota. The South Dakota Positive Behavioral Interventions and Supports State Plan (page two) gives the following historical information:

The PBIS Leadership Team began conceptualizing this plan in April 2006 and provided advice and input concerning the best approach for implementing PBIS across SD. The SD PBIS Leadership Team is comprised of members who represent Mental Health, Head Start, ESAs, School Psychologists, Division of Developmental Disabilities, Special Education Directors, Higher Education, Parents, and the Department of Corrections.

The primary purpose and role of the SD PBIS Leadership Team is to serve as advisors. In this role, members review products and provide input, review evaluation data, analyze data, raise critical questions and suggestions for improvement, make connections with policy makers to generate support as needed, and to generate political and public support by sharing information with representative groups.

The 2005 SD PBIS Leadership Team members:

- Deb Zebill, Assistant Director, Northeast Educational Cooperative, Hayti, SD
- Ted Williams, Director, South Dakota Development Center, Redfield, SD
- Deb Lucas, School Improvement Coordinator, Todd County School District, Mission, SD
- Mary Etrheim, Garretson Elementary, Garretson, SD
- Ursula Garrett, Assistant Professor, Department of Education, Dakota State University, Madison, SD
- Nate Anderson, Parent, South Dakota Parent Connection
- Donna Jensen, Smee School District, Wakpala, SD
- Kristi Bunkers, Director of Juvenile Community Corrections, SD Dept. of Corrections, Pierre, SD
- Janet Claymore-Ross, Executive Director, Prairie Lakes Education Coop, Madison, SD
- Patricia Whitehorse, SPED Director, Wagner Community School, Wagner, SD
- KD Munson, Program Specialist, SD Department of Developmental Disabilities, Pierre, SD

Rebecca Cain, SD PBIS Coordinator, reported that in 2006 the PBIS leadership team membership was different than the listing above. The 2006 PBIS team included the following members:

- Cara Fonder, Crisis Counselor, SD Department of Health and Human Services, Division of Developmental Disabilities, Pierre, SD
- Deb Lucas, Todd County School District, Mission, SD
- Donna Jensen, Director of Special Education, Summit School District, Summit, SD
- Ellen Helgeson, Superintendent, Summit School District, Summit, SD
- Nate Anderson, Parent, South Dakota Parent Connection, Sioux Falls, SD
- Rhonda Zinter, Assistant Director, Northeast Educational Services Cooperative, Hayti, SD
- Ruth Fodness, School Psychologist/PBIS Trainer/independent behavioral specialist, Castlewood, SD
- Tom Strange, Lewis and Clark Behavioral Health Service, Yankton, SD
- Greg Boris, Ed. D., SD Voices for Children, senior policy & program specialist, Sioux Falls, SD
- Ursula Garrett, Assistant Professor, Department of Education, Dakota State University, Madison, SD

The plan developed by the 2005 and 2006 PBIS teams, in cooperation with the SD Department of Education, is titled, ***Positive Behavior Interventions and Supports (PBIS) in South Dakota***, and was published in June 2006. On page three of the document, part of the Plan of Action states:

As a result of reviewing data for the State Performance Plan and listening to district requests for technical assistance and training, South Dakota's Special Education Programs recognized the need for a state wide behavior initiative and is committed to supporting local implementation of PBIS. Source: <http://doe.sd.gov/oess/specialed/forms/pdf/STATEPLANFINAL.pdf>

Note: In March 2011, the SD DOE convened a leadership team to review and revise *Positive Behavior Interventions and Supports (PBIS) in South Dakota*. The 2011 PBIS leadership team members were:

- Pat Hubert, Education Specialist EDEC/ESA 2, Sioux Falls, SD
- Ruth Fodness, School Psychologist, Castlewood, SD, Independent contractor
- Kari Oyen, School Psychologist, Lennox School District, Lennox, SD
- Penny McCormick Gilles, School Psychologist and Special Education Director for Mid Central Educational Cooperative, Platte, SD.

The revised document is titled, *Positive Behavior Interventions and Supports (PBIS) in South Dakota (AKA Response to Intervention for Behavior) June 2006; Revised March 2011*.

Source: <http://doe.sd.gov/oess/specialed/forms/pdf/STATEPLANFINAL.pdf>

The National Association of State Directors of Special Education Nationwide Study - 2006

In 2006, the National Association of State Directors of Special Education's Project Forum conducted a nationwide study on state implemented statewide behavior initiatives (SBI). SBI is defined as any formal, state education agency-level policy or plan intended to build the capacity of a state or non-state jurisdiction to provide behavioral support to schools.

This study was done as part of NASDSE's cooperative agreement with the U.S. Department of Education, Office of Special Education Programs (OSEP). The study, published in February 2007 in the publication, *inForum – An analysis of a critical issue in special education*, included a brief survey of states as well as an in-depth analysis of SBIs in six states.

In response to that survey, the SD DOE reported that *there was no state-implemented behavioral initiative in South Dakota at that time, but implementation of PBIS was scheduled to begin during the 2006-2007 school year*.

Source: www.projectforum.org/docs/StatewideBehaviorInitiatives.pdf

PBIS Activities in South Dakota in 2006-2007

As indicated in the NASDSE study, South Dakota began PBIS implementation activities during the 2006-2007 school year. While there was no application for participation in PBIS during that year, SD DOE began the process of identifying districts in need of assistance.

Based on the 2005-2011 *State SPED Performance Plan* and in compliance with IDEA '97, *if a district/school had a significant discrepancy rate of suspension and expulsion among SPED students, the SD DOE would provide training in PBIS to personnel within that school/district*.

Source: <http://doe.sd.gov/oess/specialed/SPP/pdfs/SPP2007.2008.pdf>

According to the minutes of the South Dakota Department of Education Special Education Advisory Panel Meeting held June 26 and 27, 2006 in Pierre, SD, Rebecca Cain reported on Indicator # 4 -Suspension / Expulsion (*Indicator 4: Rates of suspension and expulsion: A. Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year.*)

Minutes of the meeting state the following: *"SEP contacted districts that were flagged for having high numbers of suspended and expelled students. These districts have been invited to listen to the team of educators from Dunseith, ND Positive Behavioral Intervention and Supports (PBIS) presentation in Pierre."* Source:

<http://doe.sd.gov/oess/specialed/news/Advisory/docs/meeting%20minutes/AdvisoryPanelMinutes6.26.06.pdf>

Dunseith School District's website says the following: "The Dragon Way" is a school-wide Positive Behavior Support program intended to assist the school in its efforts to improve school climate and academic outcomes for all students. The Dunseith Public School has chosen three school-wide expectation, they are... *"Take care of yourself, others and your environment"*

Source: http://www.dunseith.k12.nd.us/the_dragon_way.htm

Additionally, in the winter of 2006, the SD Department of Education contracted with Heather Robbins, Heather's Behavior Support Services, Inc, certified PBIS trainer from New Mexico, to provide the professional development in the implementation of PBIS. Invitations to participate were extended to select school districts throughout SD. (Credential information about Ms. Robbins was included in the 2009-2010 PBIS Data Report.)

South Dakota Contacts at OSEP Technical Assistance Center on PBIS

During 2007, South Dakota continued to develop PBIS as the statewide behavior initiative. According to the **OSEP Technical Assistance Center on PBIS**, South Dakota joined the nationwide PBIS network that year.

The following individuals were listed on that website as SD PBIS personnel during the 2009-2010 school year:

- **PBIS TA Center Partner :**
Don Kincaid, Ed.D, University of South Florida
kincaid@fmhi.usf.edu
- **SD State PBIS Coordinator:**
Rebecca Cain, State of South Dakota, DOE Special Education Programs
rebecca.cain@state.sd.us
- **South Dakota SWIS Facilitators:**
 - Jane Azure (BIA), Eagle Butte, SD
 - Ramona Bonnin (BIA), Pine Ridge, SD
 - Peggy Gallipo (BIA), Eagle Butte, SD
 - Ursula Garrett, Sioux Falls, SD

Source: http://www.pbis.org/links/pbis_network/south_dakota.aspx

The PBIS Technical Assistance Center continues to maintain a website that provides information about PBIS in each state.



During the 2010-2011 school year, OESP PBIS Technical Assistance Center listed the following individuals as PBIS contacts for South Dakota.

- **PBIS Technical Assistance Center Partner:**
Don Kincaid Ed. D., University of South Florida
kincaid@fmhi.usf.edu
- **State Coordinator and State Contact Information**
Rebecca Cain, State of South Dakota Special Education Programs
Ph: 605-773-3678
Fax: 605-773-3782
rebecca.cain@state.sd.us
- **South Dakota SWIS Facilitator list:**
 - Ramona Bonnin (BIA), Pine Ridge, SD
 - Peggy Gallipo (BIA), Eagle Butte, SD

Note: Ms. Cain indicated that Don Kincaid provided assistance to SD DOE during the development and formative stages of the SD PBIS initiative. Dr. Kincaid and others from the Florida PBS project traveled to SD to provide training. During previous years, the SWIS facilitators listed provided limited training to personnel in schools. Because of geographic and other limitations, those listed as SWIS facilitators were not utilized during the 2010-2011 school year. SD DOE contracted with other SWIS certified trainers to provide professional development for districts using that data collection system. SWIS training is currently available on-line, which makes training more accessible to educators throughout South Dakota.

SD PBIS Trainers and Training

History of PBIS Training in South Dakota

Beginning in 2007, four state-designated PBIS trainers, under the direction of Rebecca Cain, worked with the PBIS coaches and other school personnel in schools thorough-out South Dakota. According to Ms. Cain, district PBIS coaches submitted monthly meeting reports and Benchmarks of Quality reports. The data from those reports was analyzed and used by the PBIS trainers to plan and deliver professional development or technical assistance to school district personnel.

The individuals who were designated PBIS trainers for SD from 2007-2010 were:

- Pat Hubert, Education Specialist EDEC/ESA 2, Sioux Falls, SD
- Ruth Fodness, School Psychologist, Castlewood, SD, Independent contractor
- Kari Oyen, School Psychologist, Lennox School District, Lennox, SD
- Jody Jackson, 4th Grade Teacher, Todd County School District, Mission, SD

(Note: At the conclusion of the 2009-2010 school year, Ms. Jackson longer served as a PBIS trainer.)

The individuals listed above covered a large geographic area and were employed by LEA's during the school year. While limited trainings and targeted assistance may have been provided during the school year, most of the professional development occurred during summers, in the evening, or on Saturdays. Contact Rebecca Cain for information about support provided to districts.

PBIS Trainers for 2010-2011

- Pat Hubert, Education Specialist EDEC/ESA 2, Sioux Falls, SD
- Ruth Fodness, School Psychologist, Castlewood, SD, Independent contractor
- Kari Oyen, School Psychologist, Lennox School District, Lennox, SD

Note: the 2011 edition of SD PBIS State Plan states there are four PBIS trainers; Rebecca Cain identified the three listed above.

The individuals listed above continue to cover a large geographic area. Kari Oyen is a school psychologist employed by a school district; Pat Hubert is an educational specialist with an educational cooperative/educational service agency. She fills many responsibilities in addition to PBIS trainer. Ruth Fodness is an independent contractor; the extent of her work with PBIS is not known. No data was reported regarding the number of PBIS trainings or targeted assistance they were able to provide to districts. From information provided, most of the professional development occurred during summers, in the evening, or on Saturdays. Contact Rebecca Cain for additional information about services provided by state-level PBIS trainers.

The map that follows shows the distribution of trainers in relation to the school districts implementing PBIS in 2010-2011.



PBIS Training in 2007-2008

South Dakota selected the first cohort of PBIS schools in 2007. The first school team trainings were scheduled for July 25-27, 2007 in Sioux Falls, SD.

In 2007, SD DOE contracted with Dr. Don Kincaid, Director of Florida's Positive Behavior Support Project at the University of South Florida. Dr. Kincaid is also the PBIS TA Center Partner assigned to support SD's PBIS implementation efforts.

Dr. Kincaid and Dr. Stephanie Martinez also provided professional development training during the second year of the SD PBIS initiative in July and October 2007 and January 2008.

- (July 2007) *School-Wide Positive Behavior Support Systems*. Sioux Falls, SD
- (October 2007) *PBS Coaches' Training*, Sioux Falls, SD
- (January 2008) *PBS Coaches' Training*, Sioux Falls, SD

PBIS Trainings in 2008-2009

SD DOE contracted with Heather Robbins, Certified PBS Trainer, to provide professional development on PBIS practices and procedures in September 2008 and April 2009. Materials from Ms. Robbins trainings are posted on the SD DOE website under PBIS at <http://doe.sd.gov/oess/specialed/forms/index.asp>

A web search of PBIS trainings in South Dakota provided the following information about state-wide trainings in 2009:

ESA 2 announced that their 2009 training schedule includes workshops such as Positive Behavior Interventions and Support (PBIS.)

SD DOE contracted with Dr. Stephanie Martinez, University of South Florida, College of Behavioral & Community Sciences, Department of Child & Family Studies, to provide the PBIS training.

- (January 2008) *PBS Coaches' Training*, Sioux Falls, SD
- (June 2008) *School-Wide Positive Behavior Support Systems*, Co presented with Dr. Don Kincaid, Sioux Falls, SD
- (October 2008) *School-Wide Information Systems (SWIS)*, Viborg Public Schools, Viborg, SD
- (October 2008) *PBS Coaches' Training*, Sioux Falls, SD

Note: Professional vitas for Dr. Kincaid and Dr. Martinez are included in Part C of the 2009-2010 PBIS data report. For more information, contact Rebecca Cain.

PBIS Trainings in 2009-2010

The State PBIS Plan outlines trainings to be provided each year. During 2009-2010, those trainings would have included the following:

- **Year One training for 6 districts/17 schools**
 1. One day orientation for assigned coaches
 2. One three-day training for school teams that includes practice and action planning
 3. One day of coaches training

- **Year Two for 4 districts/10 schools:**
 1. Booster training designed specifically from data on progress as determined by the completion of the Benchmarks of Quality.
 2. Follow-up with coaches.
- **Year Three and on-going training for 6 districts/16 schools**
 1. Implementers forum designed for schools to showcase what is happening and to share and learn from each other
 2. Training on secondary and tertiary applications

Ms. Cain said the following PBIS trainings were offered in South Dakota:

- (February 2009) *PBIS Coaches' Training*, Sioux Falls, SD
- (June 2009) *School-Wide Positive Behavior Support Systems*, Sioux Falls, SD
- (June 29-July 1) PBIS Tier 1 Training, Sioux Falls, SD
- (July 2) Booster Training for School Teams, Sioux Falls, SD
- (August 2009). *School-Wide Information Systems (SWIS)*, Todd County, SD

Ms. Cain indicated that starting in 2009-2010; South Dakota PBIS trainers provided professional development. A copy of the ***Tier 1 Training Curriculum*** is included in the 2009-2010 PBIS Data Report in a binder titled, **2010 PBIS Data Report, Part D - SD DOE Documents**. Contact Rebecca Cain for additional information about trainings offered in 2009-2010; trainers, training curriculum, attendee lists, and training feedback.

PBIS Trainings in 2010-2011

Staff from schools that applied to participate in PBIS in 2010-2011 **pledged to participate in three days of training in Sioux Falls July 20-23, 2010**. Schools identified 5-7 staff from their school to serve as PBIS team members and to attend training. Those individuals were to sign a document pledging to fulfill team member responsibilities, including attendance at trainings.

Additionally, team coaches were identified and required to attend trainings dealing with coaching strategies. The training included the July dates and additional trainings to be scheduled after the beginning of the 2010-2011 school year.

Rebecca Cain reported that personnel from the following districts attended part or all of the three day training on July 20-23, 2010.

- Britton-Hecla Elementary (K-6)
- High Impact Career Academy (EDEC; 9-12)
- Harrisburg Middle School (6-8)
- Henry School District (K-12)
- Summit School District (K-12)

There is no record staff from the following 2010-2011 cohort districts attending the July training or any other PBIS related trainings.

- Wagner Early Learning Center (Pre-K & Kindergarten)
- Wagner Elementary (1-4)
- Wagner Middle School (5-8)
- Wagner High School (9-12)
- West Central High School (9-12)

According to district contact lists submitted to the PBIS data collection team by Rebecca Cain, the following district personnel should have attended.

District	PBIS Coaches	PBIS Team Members
Britton-Hecla	5	6
EDEC (High Impact Academy)	1	8
Harrisburg	3	6
Henry	1	16
Summit	1	6
Wagner	2	3
West Central	1	23
Total new cohort to be trained*	14	68

*The numbers are based on individuals identified on the 2010-2011 district contact lists submitted in February 2011.

South Dakota's Application for Participating in PBIS 2007-2010

The application process began in the spring of 2007. The SD Department of Education published the following application process for implementing PBIS in districts and schools:

Each year announcement letters and applications will be sent to each District Superintendent with copies to the Special Education Directors and School Principals. The timeline for applications is as follows:

- *On-going – awareness presentations and activities*
- *March – Letter of invitation sent to School Superintendents*
- *Mid-April – Applications received and reviewed by State Leadership Team*
- *May – Acceptance letter sent to schools selected for participation*
- *June or July – 3 day PBIS Professional Development training; Sioux Falls*

Districts file their application for participation in PBIS in mid-April. Schools are notified of selection by May of each year. All districts/buildings selected are awarded a one-time start-up grant of \$2300 per school building, which comes from Part B money. With that funding amount, SD DOE estimates 20 new schools could be added per year. Participating districts can apply to add school buildings during the application window.

Source: <http://doe.sd.go/oess/specialed/forms/pdf/STATEPLANFINAL.pdf>

2010-2011 Application to Participate in PBIS

In February 2010, Ann Larsen, Director of SPED programs and Rebecca Cain, SD PBIS Coordinator, sent a letter to all school superintendents and special education directors regarding participation in the SD PBIS Initiative. The body of the letter contains the following information:



To: Special Education Directors and Superintendents
From: Ann Larsen, Special Education Programs Director
Rebecca Cain, Special Education Programs
Date: February 10, 2010
Re: School Wide- Positive Behavioral Interventions and Supports (SW-PBIS)

**APPLICATION FOR PARTICIPATION IN
SCHOOL-WIDE POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORT (PBIS)**

Application Due Date: April 15, 2010

*****If you are already a PBIS school with the state initiative you do not need to reapply. *****

Positive behavioral interventions and supports (PBIS) is comprised of a broad range of systemic school-wide, group, and individualized strategies for achieving important social and learning outcomes while preventing problem behavior with all students. PBIS is not a specific “model” but a compilation of effective practices, interventions, and systems change strategies that have been proven to be empirically effective and efficient. PBIS has relevant applications to educating all children and youth in schools or other settings.

Considerations and Expectations for Involvement

The South Dakota Department of Education will accept applications from schools/districts to participate in this PBIS initiative. At the onset, schools/districts will be encouraged to review and consider local data, resources, and the commitments outlined in this application in making the decision to participate. Districts and schools must then examine the data and look for trends regarding the following components:

- high number of office discipline referrals
- high drop-out rate
- limited access to behavioral interventions
- the level of programming available or currently being implemented

Participation Commitments

Schools that note some or many of these trends are encouraged to apply to become a PBIS School/District as a method to improve outcomes related to student behavior and academic achievement.

The following commitments are expected if a school chooses to participate:

- Assign/Identify administrative support and coordination at the district level. Administration will demonstrate 100% buy-in for PBIS implementation and program sustainability.
- Ensure administrative support at all levels of the local system (i.e., school board, superintendent, principal, etc.)
- Support district coordinator participation in training with school teams.

- Each participating school will work with a PBIS Coach who will provide leadership to the school level team as well as the rest of the school staff
- Ensure the coach function is assigned and supported fiscally. Contact state coordinator to discuss various options for ensuring coach function is assigned.
- Participating schools will make PBIS one of the top three school improvement goals until the program is fully implemented and self sustaining.
- At least 80% of **all** school staff will demonstrate buy-in and support for program sustainability.
- The school level team will attend at least three trainings per year to learn how to be a supportive structure within their school.
- The school level team will meet at least two times per month to plan and support school staff and the strategies being implemented.
- The school level team will analyze the data and utilize the findings to guide staff in the implementation of PBIS.

Training

The State is contracting with a consultant who has expertise and experience in implementing school wide PBIS and will provide training for district and school teams. The consultant will develop the final training curriculum in coordination with the South Dakota PBIS State Leadership Training Team.

Generally, training will focus on the following components:

- systems change that develops system capacity to support and sustain the change needed to produce long-term positive outcomes.
- effective disciplinary principles and practices
- data-based decision making and evaluation of instructional strategies and curriculum components
- application of research-validated instruction and behavior management practices.

Letter of assurance/commitment from team members

On school or district letterhead, please have each of the 5-7 PBS members (including at least one school administrator) provide the following assurances:

- As a member of the team, I will actively participate in **one, three day** PBIS training activity. This training will take place July 20-22 in Sioux Falls. Team coaches will be required to attend an additional training dealing with coaching strategies, to be scheduled for sometime after school begins.
- As a member of the team, I will attend all monthly meetings;
- As a member of the team, I will implement the PBIS model;
- As a member of the team, I will provide training in PBIS to peers and parents.

Note: Additional information and signature sheets are included in the complete letter included in Part C of this report.

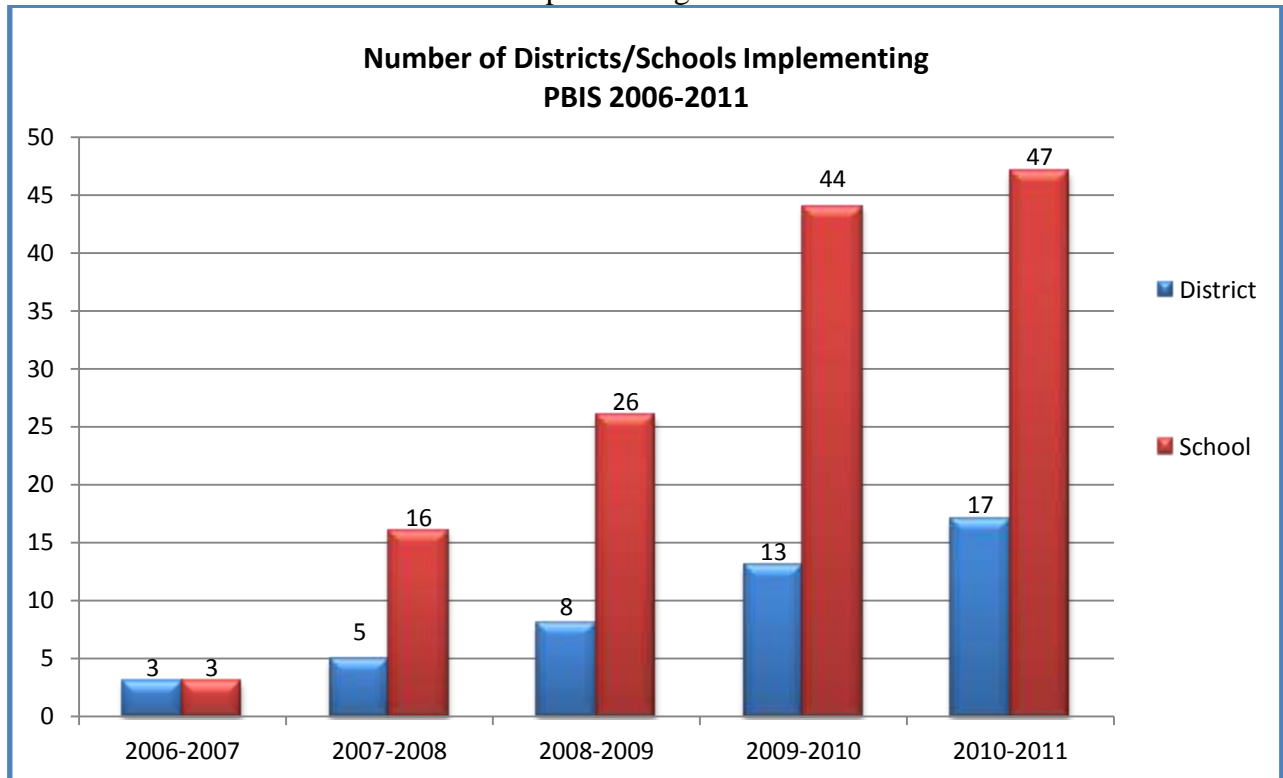
The following districts/schools responded to the invitation and filed an application for participation in SD PBIS beginning with the 2010-2011 school year.

- Britton-Hecla Elementary (K-6)
- High Impact Career Academy (EDEC: 9-12)
- Harrisburg Middle School (6-8)
- Henry School District (K-12)
- Summit School District (K-12)
- Wagner Early Learning Center (Pre-K & Kindergarten)
- Wagner Elementary (1-4)
- Wagner Middle School (5-8)
- Wagner High School (9-12)
- West Central High School (9-12)

Districts and Schools Implementing PBIS in South Dakota 2006-2011

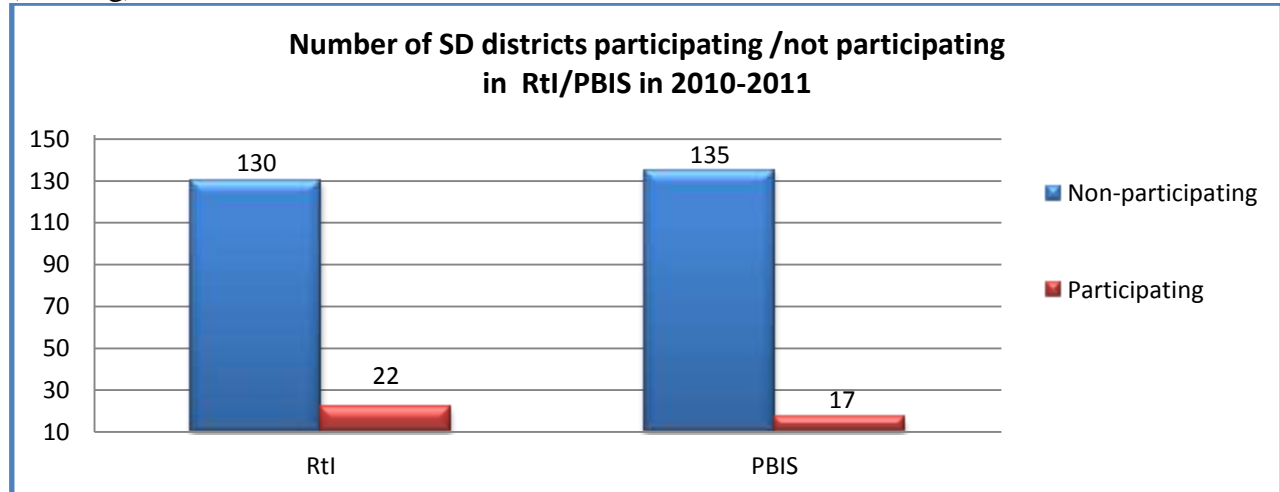
2010-2011 is the fifth year of the SD PBIS initiative. During 2010-2011, seventeen (17) districts and forty-seven (47) school buildings are implementing PBIS as outlined in the SD implementation plan and the application for participation in PBIS.

Chart 1: Number of Districts/Schools Implementing PBIS 2006-2011



There are 152 public school districts in South Dakota; 22 were implementing RtI (reading); 17* were implementing PBIS in 2010-2011.

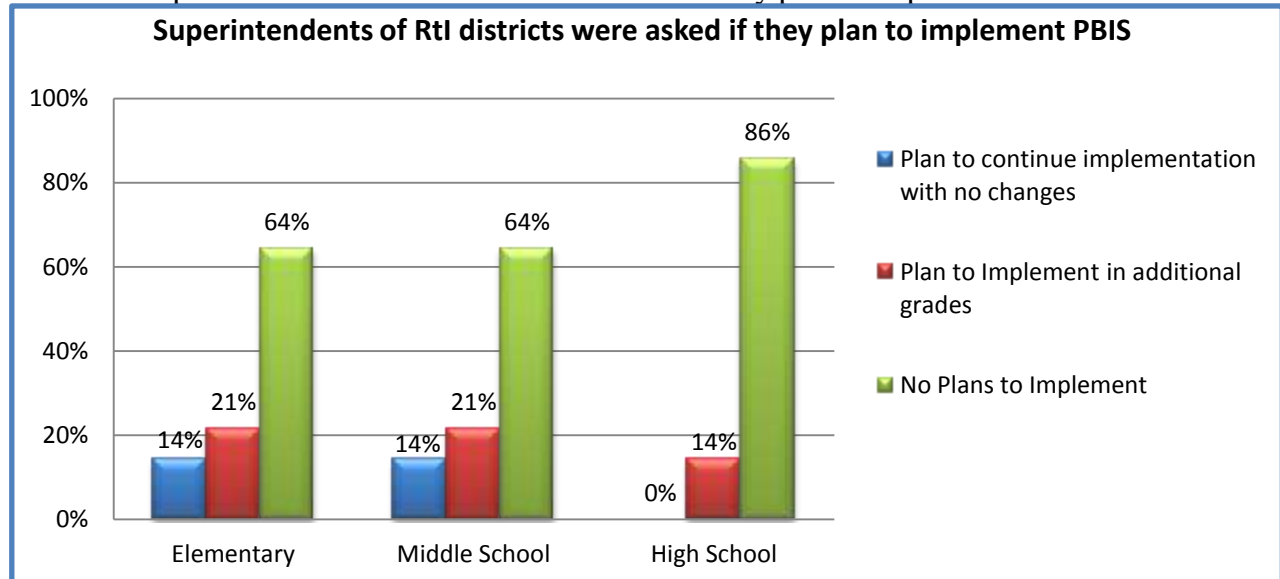
Chart 2: The number of SD districts participating/not participating in Response to Intervention (Reading) and in PBIS in 2010-2011



*EDEC's High Impact Academy, an LEA which serves several districts, is counted as a district in this report.

Twenty-two (22) school districts/fifty-five (55) schools are implementing Response to Intervention in Reading. Four of those districts are implementing PBIS in some of the schools at various grade levels. As part of the 2010-2011 Response to Intervention survey, superintendents of the 22 school districts implementing RtI were asked if they had plans to implement PBIS. The chart that follows reflects the percentage who indicated they have no plans to implement PBIS.

Chart 3: Superintendents of RtI districts were asked if they plan to implement PBIS.



Positive Behaviors Interventions and Supports Cohort Districts 2006-2011

The following listing reflects the year districts began implementation at grade level.

2006-2007 Cohort:

The SD Department of Education, Office of Special Services and Supports invited schools in need of a behavioral plan to participate in PBIS during the 2006-2007 school year. Heather Robbins, certified PBIS trainer, provided an overview of PBIS and discussed the implementation processes with district personnel. SD DOE offered technical assistance to districts to begin implementation. (Information about Heather Robbins is included in the 2009-2010 PBIS Data Report.)

The following districts accepted the invitation to attend PBIS training as Cohort 1 schools:

- Smee School District, Wakpala, SD
- Todd County School District, Rosebud Elementary, Mission, SD
- Wagner School District, Wagner, SD

Following training, Rosebud Elementary began planning for the implementation of PBIS. Smee began implementation of select elements, but determined staff did not have sufficient time thus postponed implementation until a later date. Wagner determined PBIS would not meet their needs and withdrew from the cohort.

2007-2008 Cohort:

Cohort schools participated in training in the summer of 2007 and began implementation during the 2007-2008 school year.

Andes Central School District 11-1 (Lake Andes)

- Andes Central Elementary (K-6)

Lennox School District 41-4 (Lennox)

- Lennox Elementary (K-5)
- Chancellor Elementary (K-5)
- Worthing Elementary (K-5)
- Lennox Middle School (6-8)

Sisseton School District 54-2 (Sisseton)

- Westside Elementary School (K-5)
- Sisseton Middle School (6-8)
- Sisseton High School (9-12)

Todd County School District 66-1 (Mission)

- North Elementary (K-3)
- South Elementary (4-5)
- He Dog Elementary (K-8)
- Todd County Middle School (6-8)
- Todd County High School (9-12)

West Central School District 49-7 (Hartford)

- Hartford Elementary (K-5)
- Humboldt Elementary (K-5)
- West Central Middle School (6-8)

2008-2009 Cohort:

Canton School District 41-2 (Canton)

- Canton Middle School (6-8)
- Canton High School (9-12)

Waverly School District 14-4 (Waverly)

- South Shore Elementary (K-6)
- Waverly Elementary (K-6)
- Waverly Jr. High (7-8)
- Waverly High School (9-12)

Todd County School District 66-1 (Mission)

- Spring Creek Elementary (K-8) (St. Francis)

Viborg School District 60-5 (Viborg)

- Viborg Elementary (K-6)
- Viborg Jr. High (7-8)
- Viborg High School (9-12)

Castlewood School District 28-1: After attending professional development; school leadership determined their student issues did not require the structure provided by PBIS, thus withdrew from the cohort.

2009-2010 Cohort:

Gayville-Volin School District 63-1 (Gayville)

- Gayville-Volin Elementary (K-5)
- Gayville-Volin Middle School (6-8)
- Gayville-Volin High School (9-12)

Huron School District 02-1 (Huron)

- Buchanan Elementary (K-5)
- Madison Elementary (K-5)

Mitchell School District 17-2 (Mitchell)

- Gertie Belle Rogers Elementary (K-5)
- Longfellow Elementary (K-5)

Plankinton School District 01-1 (Plankinton)

- Plankinton Elementary (K-6)
- Plankinton Jr. High (7-8)
- Plankinton High School (9-12)

Smee School District 15-3 (Wakpala)

- Wakpala Elementary (K-8)
- Wakpala High School (9-12)

Todd County School District 66-1 (Mission)

- Todd County Intervention Center
- Klein Elementary (K-8)
- Lakeview Elementary (K-8)
- Littleburg Elementary (K-8)
- O’Kreek Elementary (K-8)

2010-2011 Cohort:

Britton-Hecla 45-4 (Britton)

- Britton-Hecla Elementary (K-6)

East Dakota Educational Cooperative 49203 (Sioux Falls)

- High Impact Career Academy (9-12) Note: The school serves grades 5-12; grades 9-12 are implementing PBIS

Harrisburg School District 41-2 (Harrisburg)

- Harrisburg Middle School (6-8)

Henry School District 14-2 (Henry)

- Henry Elementary (K-5)
- Henry Middle School (6-8)
- Henry High School (9-12)

Summit School District 54-6 (Summit)

- Summit Elementary (K-8)
- Summit High School (9-12)

Wagner School District 11-4 (Wagner)

- Wagner Early Learning Center (Pre-K & Kindergarten)
- Wagner Elementary (1-4)
- Wagner Middle School (5-8)
- Wagner High School (9-12)

West Central School District 49-7 (Hartford)

- West Central High School (9-12)

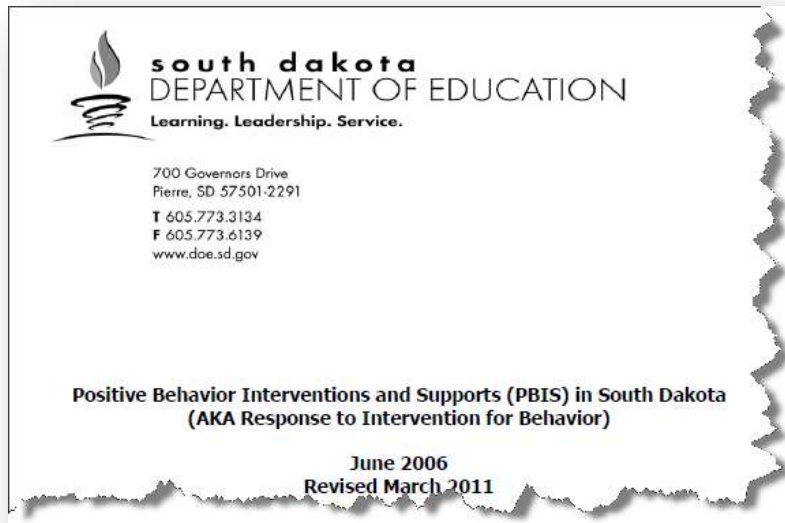
Note: Rebecca Cain reported that Smee School District and Waverly School District officially withdrew from the PBIS initiative during the 2010-2011 school year. Surveys were not sent to educators from those districts. A survey could be designed to gather data from withdrawing districts to determine rationale for the decision.

PBIS Data Collection in 2010-2011

Two documents serve as the basis for data collection for the 2010-2011 PBIS data report.

1. Positive Behavior Interventions and Supports (PBIS) in South Dakota-2006 Edition

The following is a screen shot of the title page and footer, identifying the document titled PBIS in SD as the ***SD PBIS State Plan***. Therefore throughout this report, the document may be referred to as *Positive Behavior Interventions and Supports in South Dakota* or the *SD PBIS State Plan*.



NOTE: Positive Behavior Interventions and Supports (PBIS) in South Dakota-2006 Edition is also identified as the “SD State Plan PBIS” on the SD DOE PBIS website.

Positive Behavior Interventions and Supports CONTACT

Positive behavioral interventions and supports (PBIS) is comprised of a broad range of systemic school-wide, group, and individualized strategies for achieving important social and learning outcomes while preventing problem behavior with all students. PBIS is not a specific “model” but a compilation of effective practices, interventions, and systems change strategies that have been proven to be empirically effective and efficient. PBIS has relevant applications to educating all children and youth in schools or other community settings.

PBIS is a data driven systems approach developed to assist schools and community settings achieve socially important behavior change. Systems are put in place to support staff while they teach and encourage positive, healthy behaviors. PBIS is the integration of four elements:

- Operationally defined and valued outcomes,
- Behavioral and biomedical science,
- Research-validated practices, and
- Systems change to both enhance the broad quality with which all students are living/learning and reduce problem behaviors.

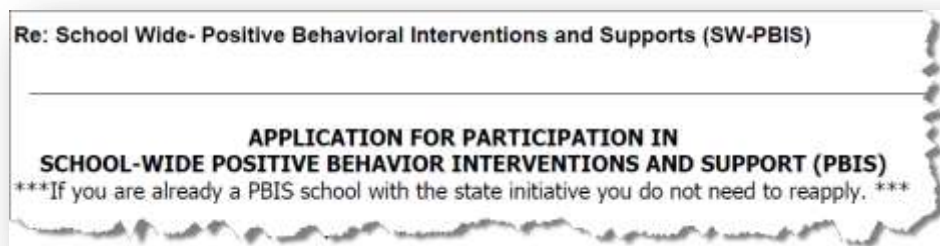
When schools or community settings implement PBIS the result is

LEARNING POWER
South Dakota Online AP Incentive Program

DOCUMENTS

- Discipline Guidance
- Manifestation Determination Worksheet
- Sample Manifestation Determination Form
- Application - PBI
- Behavior Impedes Learning PPT
- Behavior Support Plan Template
- Cohorts of Schools
- Competing Behaviors Pathway
- SD State Plan PBIS
- Yearly Data Report
- Writing a Behavior Support Plan
- Behavior Tracking Sample Forms**
- Behavioral Record
- Interval Data Collection
- Writing a Behavior Goal**
- Decrease or Stop Problem Behavior
- Equivalent Replacement Behavior

2. 2010-2011 Application for Participating in School-Wide Positive Behavior Interventions and Support (PBIS)



2010-2011 PBIS Data Collection Planning

The Office of Technology and Innovation in Education (TIE) was contracted to collect data and prepare a 2010-2011 data report. Micky Wienk, TIE Education Specialist, was assigned the task of collecting perception data, evidence and artifacts and for developing the annual data report. Colby Christensen, TIE Education Specialist, collaborated on developing the data collection work plan, drafting relevant survey questions, and managing the on-line survey process. A multi-step process was used to collect the data for this report.

- Studied SD PBIS documents to determine what data should be collected to validate PBIS activities and implementation at the state, district, school, and educator levels
- Studied PBIS research and articles listed later in this report
- Collected pertinent evidence and artifacts regarding PBIS activities in 2010-2011
- Developed a data collection plan and timetable
- Met with state-level PBIS staff to discuss and revise data collection plan
- Developed data collection timelines and worked with state-level PBIS staff to collect pertinent data regarding technical assistance, professional development and guidance provided to district personnel
- Worked with state-level PBIS staff to compile lists of personnel per district involved with the implementation of PBIS. Those lists served as the survey participation lists—superintendents, principals, teachers, and other educators. Included in the lists were staff identified as having key roles in districts – PBIS coordinators, contacts, coaches and team members
- Developed four on-line PBIS surveys for superintendents, principals, teachers, and other educators who were identified as serving on the PBIS teams or as PBIS coaches
- Met with state-level PBIS staff to review surveys and make appropriate revisions
- Surveys were sent via SurveyMonkey^R to educators and others on the district contact lists
- Managed the on-line survey process
- Aggregated and analyzed data from the four on-line educator surveys
- Developed charts and graphs to reflect survey data for inclusion in the data report
- Prepared draft copy of the *Second Annual PBIS Data Report, 2010-2011*

- Met with state-level PBIS staff to discuss draft data report Part A: Data Report, Part B: Survey Data, Part C: Evidence and Artifacts, and Part D: SD DOE Documents; made revisions as determined
- Prepared final draft of 2010-2011 PBIS Data Report, Parts A, B, C and D
- Delivered final draft in print form with electronic copies of Parts A-D to state-level PBIS staff
- Planned presentations of information from 2010-2011 PBIS data report to stakeholder groups such as The SD Advisory Panel on SPED and the SD State Board of Education
- Began planning for 2011-2012 data collection

2010-2011 Data Collection Process

Data used to develop this report was gathered via on-line surveys, from state-level PBIS staff (Rebecca Cain) and from the SD Department of Education.

Data included in this report reflects (a) state-level actions to assist districts implement the South Dakota PBIS State Plan and (b) perception data collected via on-line surveys regarding implementation of PBIS in districts and schools.

Survey Design

The survey design incorporated a combination of dichotomous and multichotomous questions. Most questions offered the participant an opportunity to make additional comments, to add information or provide clarity to the answer selected.

During the planning stage of data collection, it was decided to collect data that would reflect implementation of PBIS practices and procedures throughout the district; school buildings and in classrooms.

The survey questions, the target audience, and sequence of questions within the survey were based on two documents that serve as the foundation for data collection. As mentioned earlier in this report, those documents are, *Positive Behavioral Interventions and Supports in South Dakota*, June 2006 Edition (SD PBIS State Plan), which includes a section labeled, The SD PBIS Implementation Plan, and the *Application for Participation in School-Wide Positive Behavior Interventions and Supports (PBIS)*, February 2010 version. Those documents, included in Part D of this report, are posted on the SD DOE website at:

- <http://doe.sd.gov/oess/specialed/forms/pdf/STATEPLANFINAL.pdf>
- <http://doe.sd.gov/oess/specialed/forms/pdf/PBIS/APPLICATIONTOSEND1.pdf>

Data Collection for 2010-2011 PBIS Data Report

According to National Association of State Directors of Special Education (NASDSE 2005), a large-scale implementation of any professional practice requires an understanding of the core principles that guide the practice as well as the components that define the practice.

A primary focus of 2010-2011 data collection is to gather data to

- assist the state-level PBIS team evaluate the effectiveness of their leadership
- plan activities for 2011-2012
- evaluate the level to which educators understand the principles and processes of PBIS
- evaluate the extent to which PBIS is being implementing with fidelity at the district, school, classroom level
- determine the level of understanding and support received from community members and parents/guardians

The **evaluation plan** for South Dakota's PBIS project is clearly described on page 8 of *Positive Behavioral Interventions and Supports (PBIS) in South Dakota*, June 2006 Edition. The document states:

Data collected by the State, District and School Teams will drive the decision-making process and assist in the continued development of PBIS. Whenever possible the SD DOE will use data currently collected to inform stakeholders of the progress of those schools and districts that have implemented PBIS.

The SD DOE Federal Programs and Special Education Units will work with the Data Unit to develop a PBIS data collection plan for participating districts/schools that will utilize data already collected for either school or state use to eliminate undue burden on the participating schools. The SD DOE will collect and analyze relevant PBIS data annually. The state, district and school teams will use the data to demonstrate effectiveness and/or make revisions and adjustments to the appropriate plans.

The PBIS State Leadership Team will collect and analyze data from participating schools and publish the summary of findings, at least annually, to demonstrate the effectiveness of this initiative. Data analysis will drive adjustments or revisions to plans as needed.

The evaluation plan will focus on five critical questions:

1. ***To what degree are schools implementing School-wide PBIS? To what degree are PBIS components in place?***
2. ***What changes in behavior are evident where PBIS is implemented?***
3. ***What changes in academic performance are evident where PBIS is implemented?***
4. ***Have schools created/maintained positive learning environments since implementing PBIS- ~~Safe school evaluation forms may be used.~~ (Omitted from the March 2011 edition of SD PBIS State Plan)***
5. ***Do students, families, teachers, administrators, other school staffs perceive PBIS as feasible and helpful?***

In order to answer the critical questions listed above, it was necessary to collect data had to be collected on each section of the SD PBIS State Plan and the Application for Participation in PBIS.

During meetings in 2009-2010 and 2010-2011 with Rebecca Cain, SD PBIS coordinator, it was decided that survey questions would be based on what SD DOE said would and should happen at the state, district, and school level. Sections of the referenced documents follow:

Behavior Interventions and Supports (PBIS) in South Dakota, June 2006 (Implementation Plan)

PBIS Goals

The *more immediate goals* of the SD PBIS Implementation Plan are as follows:

1. Create local systems that support and sustain implementation of PBIS in school and community settings.
2. Create awareness and shared language for addressing the social/behavioral needs of children and youth.
3. Use a data collection/management system that provides reliable and easily accessible data to assist in evaluation and decision-making.
4. Develop a statewide system of professional development (including trainers and coaches) to support the implementation of PBIS.
5. ~~Incorporate PBIS within coursework offered through institutions of higher education.*~~
6. ~~Attain political recognition and support.*~~

***Note:** While goals number 5 and 6 were omitted when the SD PBIS State Plan was updated in March 2011, some data was collected and is included in this report.

Additional Note: A goal was added to the March 2011 edition: *Create school environments where appropriate behavior is shaped through teaching, modeling, practice, and positive feedback.* Since this was not an expectation at the beginning for the project year, no data was collected in relation to that goal for this report.

Expected outcomes for PBIS schools/districts - Immediate and long-term:

Immediate Outcomes – those things that are expected to result soon after PBIS is implemented and continue to be evident as PBIS is sustained over time.

Immediate Outcomes: An increase in:

- Appropriate behavior
- Student achievement
- Parent/guardian satisfaction and positive reports about their child's school as reflecting a safe environment
- Feelings of safety and positive environments in schools
- Involved community partners
- Use of data in making programmatic decisions

Long-term outcomes – those effects that are expected over time as PBIS is implemented in many schools and communities. These effects are more difficult to show a direct causal relationship and yet PBIS is expected to play a contributing role.

Long-term outcomes:

- An increase in the graduation rates across South Dakota.
- A decrease in the number of students placed in out of district placements due to behavior issues.
- An increase in the positive behaviors exhibited by students in the community.
- ~~An increase in the number of functional systems of support in communities.~~ (Omitted from the March 2011 edition of the SD PBIS State Plan)

Plan of Action

SD DOE Commitments

- Funding for training to include:
 - Trainer fees and travel
 - Training facility or rental
- Costs associated with building the state's capacity for assuming and maintaining on-going professional development.
- Assigning the role of PBIS coordinator as a major responsibility of up to one FTE.
- Providing grants of \$2,000 to \$5,000 to local districts to help off-set some of the implementation costs. Grant amounts will be determined based on the number of participating schools within a district and travel distance required to attend training events.
- Collecting data to evaluate and demonstrate the benefit of PBIS. Data will be used for reporting to a variety of constituents including the Office of Special Education Programs (OSEP) through the State Performance Plan, local schools, the school board, and the public.
- ~~Paying annual fees and training costs for schools that choose to use SWIS, for a minimum of three years.~~ (Omitted from the March 2011 edition of SD PBIS State Plan)

District Commitments

- Assign/identify administrative support and coordination at the district level.
- Support district coordinator participation in training with school teams.
- Ensure the coach function is assigned and supported fiscally.
- Ensure requested evaluation data are collected and submitted.
- Ensure administrative support at all levels of the district (i.e., school board, superintendent, principal, etc.)

School Commitments

- Participating schools will make PBIS one of the top three school improvement goals until the program is fully implemented and self-sustaining.
- Administration will demonstrate 100% buy-in for PBIS implementation and program sustainability.
- At least 80% of all school staff will demonstrate buy-in and support for program sustainability.
- All school staff will be involved in supporting the behavioral or social/emotional development of children and youth within the school.
- The school level team will (a) attend at least two trainings per year (b) to learn how to be a supportive structure within their school as well as (c) learn new strategies which will benefit students at all three levels.
- The school level team will meet at least ~~two times per~~ monthly to plan and support school staff and the strategies being implemented. (Note: [Wording crossed out in 2011 edition.](#))
- School staff will ensure that evaluation data are collected and submitted in a timely manner.
- The school level team will analyze the data and utilize the findings to guide staff in the implementation of PBIS.
- Each participating school will work with a PBIS Coach who will provide leadership to the school level team as well as the rest of the school staff.

Coach Commitments/Role

The purpose of establishing a state-wide network of behavior support coaches is to create a core group of highly skilled school professionals who have:

- Fluency with PBIS systems and practices
- Capacity to deliver a high level of PBIS technical assistance
- Capacity to support teams in their efforts to implement PBIS practices and systems

To be considered a coach, the professional should:

- Be employed or contracted for service by the district that is sending a school team with the intent to implement or expand PBIS during the following school year
- Agree to attend all trainings with the team
- Have an agreement with the district to serve as a coach
- Agree to provide coaching support for one to three schools
- Be capable of working with each school team leader to provide technical assistance in maintaining necessary records and progress reports to implement and support PBIS
- Be willing to work with community based agencies and services
- Be capable of providing and/or facilitating ongoing follow-up activities as identified and needed by the school team

Individuals being considered as Coaches should have the following experiences and skills:

- Ability to conduct small group training sessions with adults
- Familiarity with typical classroom structures, operation, policies etc.
- Familiarity with general behavior and instructional management and curriculum
- History of consistent follow-through with tasks
- Experiences with individuals or groups from diverse backgrounds (e.g. parents, students, agency representatives, community members, educators)
- Ability to facilitate team meetings
- Basic to intermediate computer skills

More specific coach functions include:

- Providing support to the PBIS Leadership Team meetings and subcommittees
- Ensuring the collection, organization, and submission of evaluation data from schools at appropriate times for inclusion in the state-wide report
- Serving as a resource or mentor to schools interested in PBIS, as available
- Providing training on PBIS, as appropriate

Training Plan

A set training curriculum will be provided to all participating school teams that will include the following components:

- Systems change that develops system capacity to support and sustain the change needed to produce long-term positive outcomes;
- Effective disciplinary principles and practices;
- Data-based decision making and evaluation of instructional strategies and curriculum components; and
- Application of research-validated instruction and behavior management practices.

Training provided by the SD Department of Education will include the following:

Year One (the first year a school participates in the project):

- One three-day training for school teams that includes practice and action planning

Year Two (the second year of a school's implementation cycle):

- Booster training designed specifically from data on progress as determined by the completion of the Benchmarks of Quality.

Year Three (and on-going):

- Implementers forum designed for schools to showcase what is happening and to share and learn from each other
- Training on secondary and tertiary applications

District and School Selection

Each year announcement letters and applications will be sent to each District Superintendent with copies to the Special Education Directors and School Principals.

Districts that have identified behavior as a primary goal for improvement will identify schools where behavior is an issue and there is commitment to address this issue. If a district or school is unsure and would like more information about PBIS, arrangements can be made to provide such information. When the school staff has reviewed and agreed to the commitments, the application should be completed and submitted.

At a minimum, the application will include the following:

- Assurances that commitments are in place including fiscal resources;
- A description of the need or the rationale for participation;
- School name and contact information,
- Sign off page to include: Superintendent, School Board President*, Administrative Coordinator, Principals of schools that will be participating; and
- Demographic information (school size, population).

*Note: The signature sheet of the Application does not include a signature line for the school board president.

The timeline for applications:

- On-going – awareness presentations and activities
- March – Letter of invitation sent to School Superintendents
- Mid-April – Applications received and reviewed by State Leadership Team
- May – Acceptance letter sent to schools selected for participation

Cadre of In-state PBIS Trainers

“One of South Dakota’s priorities is to become a state that can self sustain the PBIS initiative. In order for this to be possible, we are looking for people to become in-state trainers. The following are steps to becoming an in-state trainer.”

Year One

- ~~Observe during the first training (July 25-27) provided by out of state trainer Don Kincaid.~~
- Work with a team as a coach or collaborate with a team’s coach for the first year.
- Attend up to two meetings a month with the team (some phone or DDN use is permitted).
- Attend monthly coaches meetings (some phone or DDN use is permitted)

Year Two

- ~~During the second year, work collaboratively with Don Kincaid at the second cohort of schools initial training by presenting the material. Don will provide mentoring and feedback throughout the time.~~ (Omitted from the March 2011 edition of the SD PBIS State Plan)
- Certification may be given at the completion of the second year’s training if all requirements are met. At this time, you will be able to work with the Department of Education in setting up contracts for training schools accepted through the PBIS application process.

Note: In the March 2011 revision of *Positive Behavior Interventions and Supports (PBIS) in SD*, the Cadre of Instate Trainers portion was revised to say: “*South Dakota has achieved its goal to form an in-state training network. Currently there are four people* who have completed the training process and are now PBIS trainers. SD will continue to offer others the opportunity to become an instate PBIs trainer by completing the following steps:*

- Observe the current trainers during the two day team training provided to new schools in the summer
- Work with a team as a coach or collaborate with a team’s coach for the first year.
 - Attend up to two meetings a month with the team (some phone or DDN use is permitted).
 - Attend monthly coaches meetings (some phone or DDN use is permitted).
- During the second year, work collaboratively with SD’s trainers at the second cohort of schools initial training by presenting the material. The SD trainers will provide mentoring and feedback thought the time.
- Certification may be given at the completion of the second year’s training if all requirements are met. At this time, you will be able to work with the Department of Education in setting up contracts for training schools accepted through the PBIs application process.

*Four people are referenced above; Rebecca Cain has identified three trainers for this report.

District and School Teams

The District Coordinator will participate with school teams in at least one full cycle of training. This ensures that there is district understanding and support for implementation and sustainability at the school level. Training is designed for school leadership teams. School leadership team membership **must** include:

- School principal or key administrator in charge of discipline for larger schools
- General education teacher
- Special education teacher with expertise in area of behavior.

Other team members **might** include:

- Counselor
- School psychologist
- School social worker
- Support staff (e.g., paraprofessionals, cafeteria, bus, library, or office staff)
- Parent(s)

School leadership team members are expected, in turn, to ensure that the information is shared with all school staff. Team training will be designed to include the following areas:

- Features of the PBIS approach
- Practices and systems essential to implementing PBIS
- Components and operations of school-wide discipline systems
- Ways to collect and analyze data
- Strategies for involving parents and other community partners
- Strategies for addressing more intense needs of students with behavioral issues and concerns
- Strategies for sustaining school-wide implementation over time

Coaches

Coaches will attend all training events with their assigned school team. In addition, coaches will receive an additional 1/2 to full day of training with a focus on enhancing in-depth skills and knowledge in the following areas:

- Features of the PBIS approach,
- Practices and systems of the PBIS approach,
- Components and operations of school-wide discipline systems,
- Fundamental classroom and behavior management strategies,
- Ways to collect and analyze data for decision making,
- Approaches to strategies problem solving and decision making,
- Effective high intensity assessment and intervention strategies for students with severe problem behavior,
- Methods of professional development and in-service training, and
- Strategies for providing technical assistance and on-going training/support.

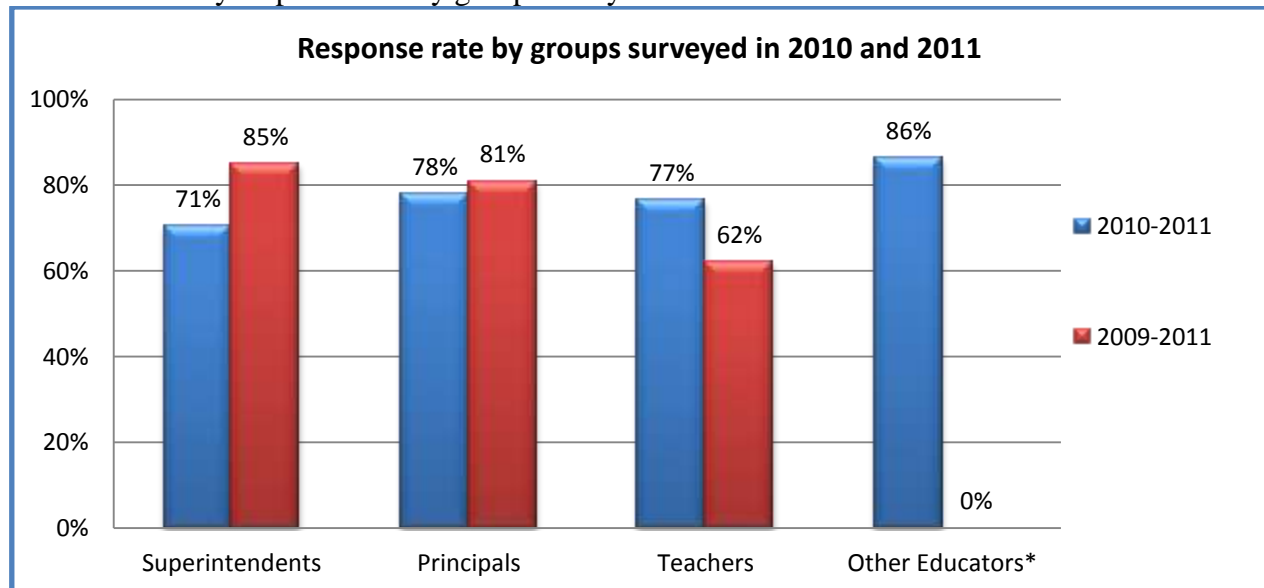
2010-2011 PBIS Survey Data

2011 Survey Response Rate

Superintendents, principals, teachers, and other educators (team members/coaches) in districts/schools that are implementing PBIS were invited to take an on-line survey regarding PBIS processes, procedures and practices. The surveys were sent to 653 educators among the four groups; 502 educators participated in the surveys for an **overall response rate of 77%**.

- Superintendents: 12/17 completed the survey
- Principals: 32/41 completed the survey
- Teachers: 439/573 completed the survey
- Other Educators: 19/22 completed the survey*

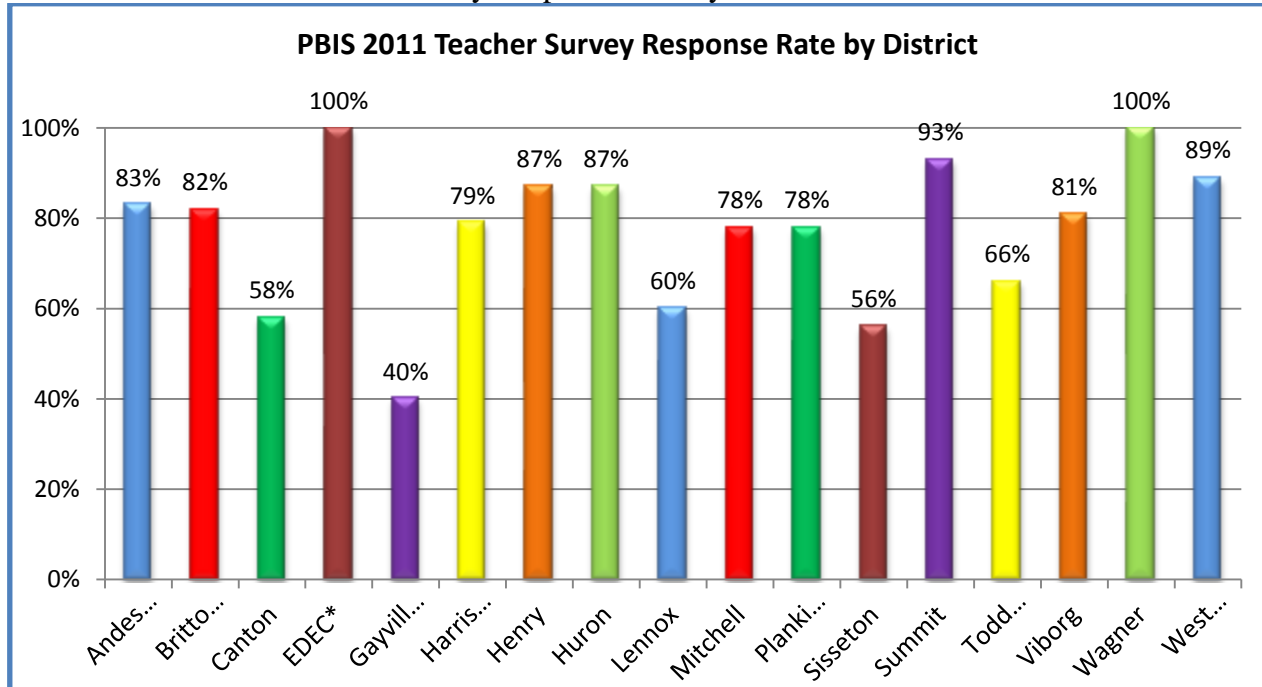
Chart 4: Survey response rate by group surveyed in 2009-2010 and 2010-2011.



It is important to note that there was a 14% decrease in superintendent participation, a 3% decrease in principal participation and a 15% increase in teacher participation. There was no survey for “other educators” in 2009-2010.

*Twenty-two other educators were identified by school districts as PBIS coaches or team members, but were not administrators or classroom teachers. Examples of their professional positions include guidance counselors, school psychologists, reading coaches, SPED and Title I directors, librarians, and para-professionals. In 2010-2011 a separate survey titled, *Coach/Team Member Survey*, was designed for those other educators. Since these individuals fill important roles, they were asked specific questions that are included in other surveys. That group of individuals is referred to as “other educators” within this report.

Chart 5: PBIS 2011 Teacher Survey Response Rate by District 2011



- Andes Central: 19/23 completed the survey
- Britton-Hecla: 14/17 completed the survey
- Canton: 21/36 completed the survey
- EDEC: 5/5 completed the survey
- Gayville-Volin: 10/25 completed the survey
- Harrisburg: 31/39 completed the survey
- Henry: 13/15 completed the survey
- Huron: 26/30 completed the survey
- Lennox: 28/47 completed the survey
- Mitchell: 18/23 completed the survey
- Plankinton: 18/23 completed the survey

- Sisseton: 42/75 completed the survey
- Summit: 13/14 completed the survey
- Todd County: 21/32 completed the survey
- Viborg: 17/21 completed the survey
- Wagner: 75/75 completed the survey
- West Central: 65/73 completed the survey

*EDEC is the East Dakota Educational Cooperative. PBIS is a program implemented in their alternative school called *High Impact Career Academy* (9-12).

Findings, Recommendations and Data Collected:

Note: Several sections of the SD PBIS Plan have similar features. In an effort to ensure data was collected and analyzed for each section, some repetition in data collection and reporting was necessary.

Five Critical Questions:

The vision statement in the SD PBIS Plan states: *Across South Dakota, communities and schools work together to ensure healthy and safe living and learning environments for children and youth. All stakeholders work toward a unified, sustainable local system that supports school and community implementation of PBIS. Data is systematically collected, analyzed and used to guide and plan for effective changes that lead to positive social, emotional, and academic development.*

To that end, *South Dakota's Positive Behavioral Interventions and Supports, 2006 Edition*, identified five evaluation questions; which are termed five critical questions. Data related to those five questions follow:

Critical Question 1 has two parts:

- (a) To what degree are schools implementing school-wide PBIS?
- (b) To what degree are PBIS components in place?

Finding: Critical Question 1(a) To what degree are schools implementing school-wide PBIS? (While this questions references implementation at the school level, some questions were asked related to district-wide implementation.)

While there is insufficient data to draw conclusions about the *degree* to which schools are implementing school-wide PBIS, a percentage of survey participants perceive that implementation of some of the elements of school-wide PBIS has occurred.

The SD PBIS Implementation Plan, found on page 3 of the *SD PBIS 2006*, states that the more immediate implementation goals for schools is to:

1. create local systems that support and sustain implementation of PBIS in school and community settings,
2. create awareness and shared language for addressing the social/behavioral needs of children and youth, and
3. use a data collection/management system that provides reliable and easily accessible data to assist in evaluation and decision-making.

In order to determine the degree to which districts/schools were implementing PBIS, Superintendents, principals, teachers and other educators were asked the questions about district-wide and school-wide implementation.

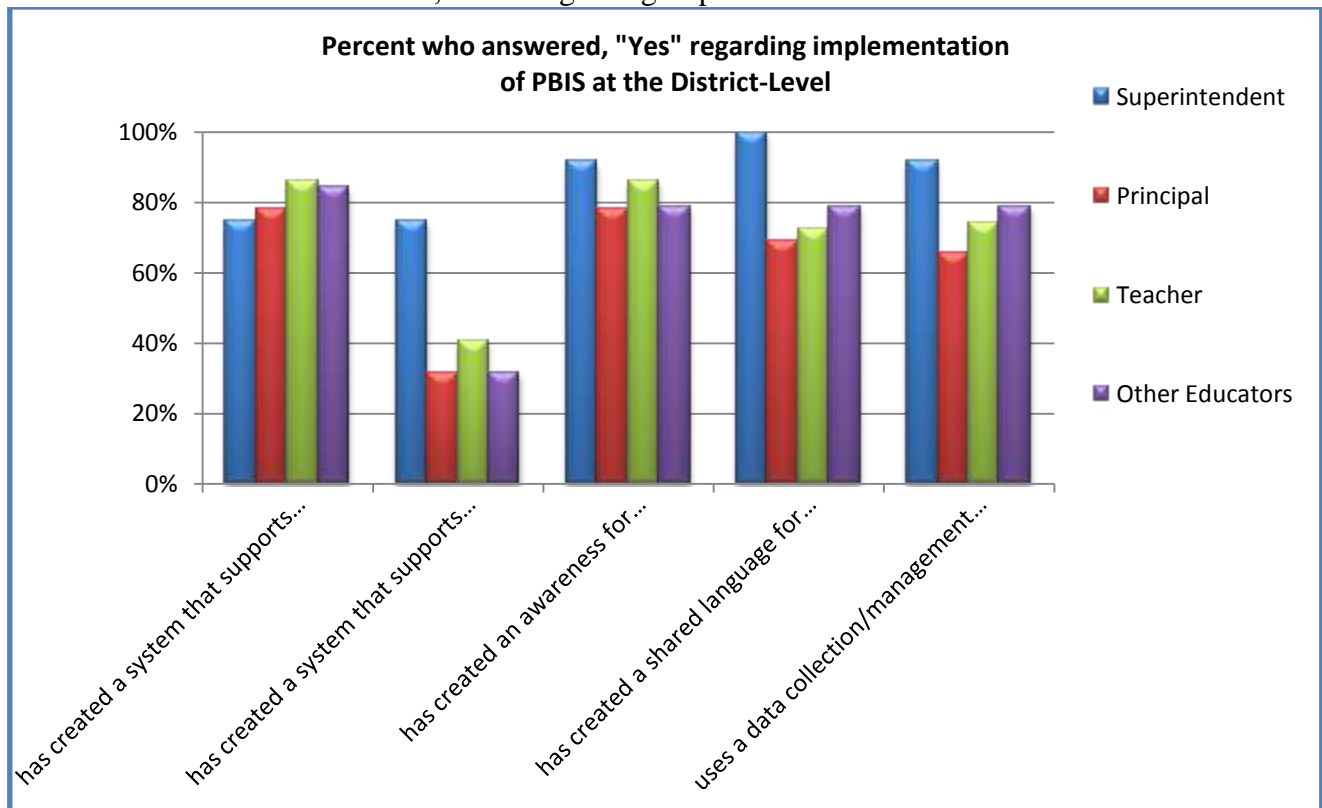
Superintendents' **Question 4**, Principals', Teachers', and Other Educator's **Question 3** asked about district-level implementation: *"Please answer the following about implementation of PBIS in your **DISTRICT**. This district..."*

- has created a system that **supports the implementation** of PBIS in schools in this district.
- has created a system that **supports community involvement** in PBIS.
- has created an awareness for **addressing the social/behavioral needs** of children and youth.
- has created a **shared language** for addressing the social/behavioral needs of children and youth.
- uses a **data collection/management system** that provides reliable and easily accessible data to assist in **evaluation and decision-making**.

Answer choices were

- Not part of our PBIS process
- No, not yet
- Yes

Chart 6: Percent who answered, "Yes" regarding implementation of PBIS at the district-level



2010-2011 PBIS Data Report

Percent who answered, “Yes” regarding implementation of PBIS at the district-level	Superintendent	Principal	Teacher	Other Educators
has created a system that supports the implementation of PBIS in schools in this district.	75%	78%	86%	84%
has created a system that supports community involvement in PBIS.	75%	31%	41%	32%
has created an awareness for addressing the social/behavioral needs of children and youth.	92%	78%	86%	79%
has created a shared language for addressing the social/behavioral needs of children and youth.	100%	69%	72%	79%
uses a data collection/management system that provides reliable and easily accessible data to assist in evaluation and decision-making.	92%	66%	74%	79%

It is important to note that validation of perception data would require the analysis of data from other sources. Rebecca Cain, SD PBIS Coordinator, stated that data related to implementation efforts is collected from three main data sources: **(1) School-wide Benchmarks of Quality report (2) monthly meeting notes and (3) office referral data.**

Valuable data is contained in the documents listed above but are not part of this report. Contact Rebecca Cain for more information.

(1) School-wide Benchmark of Quality Report (2 x per school year)

The Benchmark of Quality is to be completed by the school’s PBIS coach and submitted via paper copy twice a year to Rebecca Cain. The School-wide Benchmarks of Quality Scoring Form and Scoring Guide were developed by Florida’s Positive Behavior and Support Project (FPBSP), University of South Florida. Coaches in South Dakota schools are asked to use Florida’s Benchmarks form to gather and report information about the following PBS elements:

1. PBS team (South Dakota uses the term, PBIS)
2. faculty commitment
3. effective procedures for dealing with discipline
4. data entry and analysis plan established
5. expectations and rules developed
6. reward/recognition program established
7. lesson plans for teaching expectations/rule
8. implementation plan
9. crisis plan
10. evaluation
11. classroom systems

The scoring guide and reporting form developed by Florida’s Positive Behavior Support Project and are included in Part C report. The *Benchmark of Quality Report* form and Scoring Guide can be accessed at:

- <http://www.pbis.org/common/pbisresources/tools/BenchmarksScoringForm2005.pdf>
- http://www.pbis.org/common/pbisresources/tools/Benchmarks_Scoring_Guide2005.pdf

(2) Monthly PBIS Team Meeting Notes (9 x per school year)

Ms. Cain said the following about the monthly meeting notes: *Beginning with the 2008-2009 project year, each school's PBIS team was to hold a monthly PBIS team meeting to discuss PBIS implementation concerns, student behavioral issues, and interventions related to students in their school. PBIS coaches were provided with a template titled **PBIS team meeting notes**. Beginning with the 2009-2010 project year, notes taken during those monthly meetings were to be completed by the PBIS coach and submitted electronically to Ms. Cain on a monthly basis. The report is due nine times during the school year, traditionally September through May.*

A copy of that PBIS team meeting notes template is included in the appendix of this report.

The information to be collected during the monthly meeting includes: school name, date, length of meeting, coach's name, team members present, team members absent, data looked at, good things that have happened, and date, time, and location of next meeting.

Questions to be answered on the reporting form: 1) Did we accomplish what we needed to over the last month? 2) Who needs to do what during the next month? 3) What do we need to share with the rest of the school? 4) When and where will we share this info? 5) What information do we need to bring to the next meeting? 6) What information do we need from the state/trainers?

It is important to note that the main reason schools review collected data during the monthly team meetings is to assist in understanding student behaviors, analyze PBIS practices within the school, and determine how to refine and revise practices to meet goals.

Ms. Cain stated that if a district or school **does not** submit required reports when due, a reminder is sent to the appropriate district contact. Many schools comply with this requirement; some do not.

Ms. Cain reported that she maintains a file of those monthly report notes for review and analysis. The report is important because it contains data and information used by state-level personnel for planning technical assistance and training for school personnel. The reports also serve to inform planning and preparation for annual professional development training provided in the summer.

(3) Office Referral Data (1 x per school year)

Ms. Cain reported that all school districts collect and report office referral data via S.D. Infinite Campus and some districts also use the School-wide Information System (SWIS). The student data collected at each district is confidential.

The Evaluation Data Collection Matrix included in the PBIS Application form calls for the PBIS school team to collect data on a daily basis. The data sources are office referrals, suspension/expulsion data, both in-school and out of school, attendance and referrals for special education evaluation or alternative setting.

It is important to note that the main reason schools collected ORD is to assist in understanding student behaviors, analyze PBIS practices within the school, and determine how to refine and revise practices to meet goals and impact positive behaviors among students.

The PBIS school team is directed to submit that data to the State Leadership Team via Rebecca Cain in April of each year; reported by month (August – April). It is not clear what reporting form is used. For additional information about office referral data, contact Ms. Cain.

Other Data Sources

Rebecca Cain, SD PBIS Coordinator, indicated that student and school data is provided to the reviewers during district SPED compliance visits. During those visits, PBIS components and degree of implementation are discussed in PBIS schools.

All schools are visited on a five year schedule. Additionally, each district files a yearly SPED report. If information in the report triggers SPED compliance concerns regarding behavioral/discipline issues for SPED students, that school is scheduled for a visit during the next fiscal year.

Discipline reports for students on IEPs are important sources of data. In cases where schools are out-of-compliance, OESS offers assistance in developing a behavioral program as per the Administrative Rule 24:05:27:01.02: *In the case of a student whose behavior impedes his or her learning or that of others, consider the use of positive behavioral interventions and supports and other strategies to address that behavior*

Other student data related to behavioral issues are collected by SD DOE each year and could be used to determine the degree to which participating schools are implementing school-wide PBIS. For more information, please contact Rebecca Cain.

Recommendation: Critical Question 1(a) To what degree are **schools** implementing School-wide PBIS?

PBIS is a complex process. In order to judge the *degree* to which a school is implementing school-wide PBIS, it is essential to analyze Critical Question part (b), which states: *To what degree are PBIS components in place?* Schools would need to report information regarding implementation of each PBIS ~~component~~ element to Rebecca Cain in the three reports discussed in the findings section for this question.

Ms. Cain reported to the state evaluation team that **no** school is expected to work on implementation of all the “**key elements**” of PBIS found in “Florida Benchmarks of Quality Scoring Form.” See the section titled Critical Question 1(b) for additional information.

Recommendations:

1. All participating districts/schools should comply with the requirement to submit data using the three data sources on a timely basis. Those reports provide state-level personnel with important information about implementation successes and challenges.
2. The Benchmark of Quality Reports (2x per year) and the monthly PBIS team meeting notes should continue to be read, analyzed and summarized for important data. That data should continue to be compiled and analyzed to determine what technical support and professional development is needed locally and statewide.
3. Office referral data (based on student behavior) should be reported to Ms. Cain on a periodic basis in order to determine impacts of implementation and the focus of technical assistance or professional development needed to assist with implementation among administrators, staff, parents and community.

4. The Benchmark of Quality Report and Scoring Guide used by South Dakota schools are taken, with permission, directly from the Florida PBS Project. It may be worthwhile for SD DOE, with permission from the Florida PBS Project and with proper credit given, to adapt for SD's use, the Benchmark of Quality report, scoring guide and other data collection documents. Such adaptation, using a SD PBIS symbol, may give additional clarity and build credibility, significance and recognition of the SD PBIS Initiative.
5. School personnel increasingly turn to the SD DOE website to access program information, documents, forms, and links to educational programs. Maintaining a current and easily accessible PBIS website through SD DOE may increase awareness and use of PBIS information and materials.

Finding: Critical Question 1(b): To what degree are PBIS components in place?

While there is insufficient data to draw conclusions regarding the degree to which PBIS “components” are in place, a percentage of survey participants perceive that some PBIS components are in place in their schools. (See information about “key elements” later in this section.)

Explanation about data collected for Critical Question 1(b)

As with Critical Question 1(a), Rebecca Cain reports that data related to Critical Question 1(b) is collected from three main sources: 1) School-wide Benchmarks of Quality report (2) monthly meeting notes, and 3) office referral data.

During the 2009-2010 and 2010-2011 data collection process, it was not clear to the collection team what was meant by the term “*PBIS components*” in critical question 1(b). A search of SD PBIS initiative documents did not include a listing of PBIS components.

In the introduction statement about PBIS on page one of the *South Dakota Positive Behavioral Interventions and Supports*, June 2006; it says that PBIS is the integration of **four elements**: 1) operationally defined and valued outcomes, 2) behavioral and biomedical science, 3) research-validated practices, and 4) systems change to both enhance the broad quality with which all students are living/learning and reduce problem behaviors

No other reference is made to PBIS components or elements in the SD PBIS State Plan. There is no reference to PBIS Components in the Evaluation Data Collection Matrix (Table 1, page 8 of SD PBIS.) An identified data source in the Evaluation Data Collection Matrix is a *Team Implementation Checklist*, but no corresponding checklist exists in SD PBIS documents published on the SD DOE website or provided to the evaluation team by Ms. Cain.

In a search of Florida's PBS Project website, there is a PBS Implementation Checklist for Schools, but that is not referenced in the SD literature. That checklist is included in the Part C of this report. Source:

<http://flpbs.fmhi.usf.edu/childs/PIC%20-%20PBS%20Implementation%20Checklist%20for%20Schools%200708.pdf>

Note: In May 2011, Rebecca Cain, state PBIS Coordinator, informed Colby Christensen, TIE, that as of the 2010-2011 school year, the term “*components*” had been replaced with the phrase “*key elements*.” The *Florida Benchmarks of Quality Checklist* is the source of those key elements.

The *Florida Benchmarks of Quality Checklist* is included as a data source in the Evaluation Data Collection Matrix, included in both the 2006 and 2011 editions of *SD PBIS State Plan*. The Florida Benchmarks of Quality Checklist is not included in any other SD PBIS documents, including the 2011 revision of the SD PBIS state plan. It is also not included in important documents on the SD PBIS webpage.

The “*key elements*” of PBIS found in “Florida Benchmarks of Quality Scoring Form” are as follows:

1. PBIS Team

- Team has broad representation
- Team has administrative support
- Team has regular meetings (at least monthly)
- Team has established a clear mission/purpose

2. Faculty Commitment

- Faculty is aware of behavior problems across campus (regular data sharing)
- Faculty involved in establishing and reviewing goals
- Faculty feedback obtained throughout the year

3. Effective Procedures for Dealing with Discipline

- Discipline process described in narrative format or depicted in graphic format
- Process includes documentation procedures
- Discipline referral form included information useful in decision making

4. Data Entry & Analysis Plan Established

- Data system to collect and analyze ODR data (Office Discipline Referral)
- Additional data collected (attendance, grades, faculty, attendance, surveys)
- Data entered weekly (minimum)
- Data analyzed monthly (minimum)
- Data shared with team and faculty monthly (minimum)

5. Expectations & Rules Developed

- 3-5 positively stated school-wide expectation posted around school
- Expectations apply to both students and staff
- Rules developed and posted for specific settings (where problems are prevalent)
- Rules are linked to expectations
- Staff feedback/involvement in expectations

6. Reward/Recognition Program Established

- A system of rewards has elements that are implemented consistently across campus
- A variety of methods are used to reward students
- Rewards are linked to expectations
- Rewards are varied to maintain student interest
- System includes opportunities for naturally occurring reinforcement
- Ratios of reinforcement to corrections are high
- Students are involved in identifying/developing incentives
- The system includes incentives for staff/faculty

7. Lesson Plans for Teaching Expectations/Rules

- A behavioral curriculum includes concept and skill level instruction
- Lessons include examples and non-examples
- Lessons use a variety of teaching strategies
- Lessons are embedded into subject area curriculum
- Faculty/staff and students are involved in development and delivery of lesson plans
- Strategies to reinforce the lessons with families/community are developed and implemented

8. Implementation Plan

- Develop, schedule and deliver plans to teach staff the discipline and data system
- Develop, schedule and deliver plans to teach staff the lesson plans for teaching students
- Develop, schedule and deliver plans for teaching students expectations/rules/rewards
- Booster sessions for students and staff are planned, scheduled, and delivered
- Schedule for rewards/incentives for the year is planned
- Plans for orienting incoming staff and students are developed and implemented
- Plans for involving families/community are developed and implemented

9. Crisis Plan

- Faculty/staff are taught how to respond to crisis situations
- Responding to crisis situations is rehearsed
- Procedures for crisis situations are readily accessible

10. Evaluation

- Students and staff are surveyed about PBIS
- Students and staff can identify expectations and rules
- Staff use discipline system/documentation appropriately
- Staff use reward system appropriately
- Outcomes (behavior problems, attendance, morale) are documented and used to evaluate PBIS plan

Data collected for this report is based on SD's PBIS documents, none-of-which include all of the key elements listed above. Specifically, no data was collected in regard to the district's development of a crisis plan. Other data collected does speak to some of the key elements and are reflected elsewhere in this report.

Since the PBIS elements listed above are not included any of SD's published documents, there may be a lack of a shared understanding among SD school personnel about what is meant by the term "*PBIS components* key elements."

It may be assumed that SD school personnel who participate in PBIS professional development training gain an understanding of the PBIS "components" or "key elements" that serve as the basis of critical question 1(b) To what degree are PBIS **components** in place?

Florida's PBS Project

Rebecca Cain, SD's PBIS coordinator, has indicated that SD references many of Florida's PBS documents. Florida's website identifies **core components** of School-wide PBS:

- Discipline data are used to help track progress and identify areas to target for intervention
- Consistent discipline referral processes and procedures exist throughout the school
- Use of school-wide expectations and rules in specific settings to teach students appropriate behavior
- A reward system to encourage appropriate behavior
- Effective consequences to discourage inappropriate behavior

Source:<http://flpbs.fmhi.usf.edu/revision07/schoolwide/schoolexamples/The%20Coaches/Frequently%20Asked%20Questions.pdf>

The website's ***Frequently Asked Questions*** section states, "*PBS is a process so the above components look different in every school because PBS is a **process** that is individualized to meet the specific needs of each school. That process is always changing to meet these specific needs of the school*". Source: http://www.pbis.org/common/pbisresources/publications/C_FAQs_final.pdf

PBIS Components used in on-line survey

Several PBIS initiatives included components similar to those listed by Florida's PBS initiative it was decided to utilize the following list when preparing on-line survey questions about implementation of PBIS **components** at the district, school and classroom level in South Dakota schools:

1. consistently collect discipline data
2. use discipline data to track progress and identify areas in need of intervention
3. consistently use discipline referral processes and procedures throughout the school
4. use school-wide expectations and rules to teach students appropriate behavior
5. use a reward system to encourage appropriate behavior

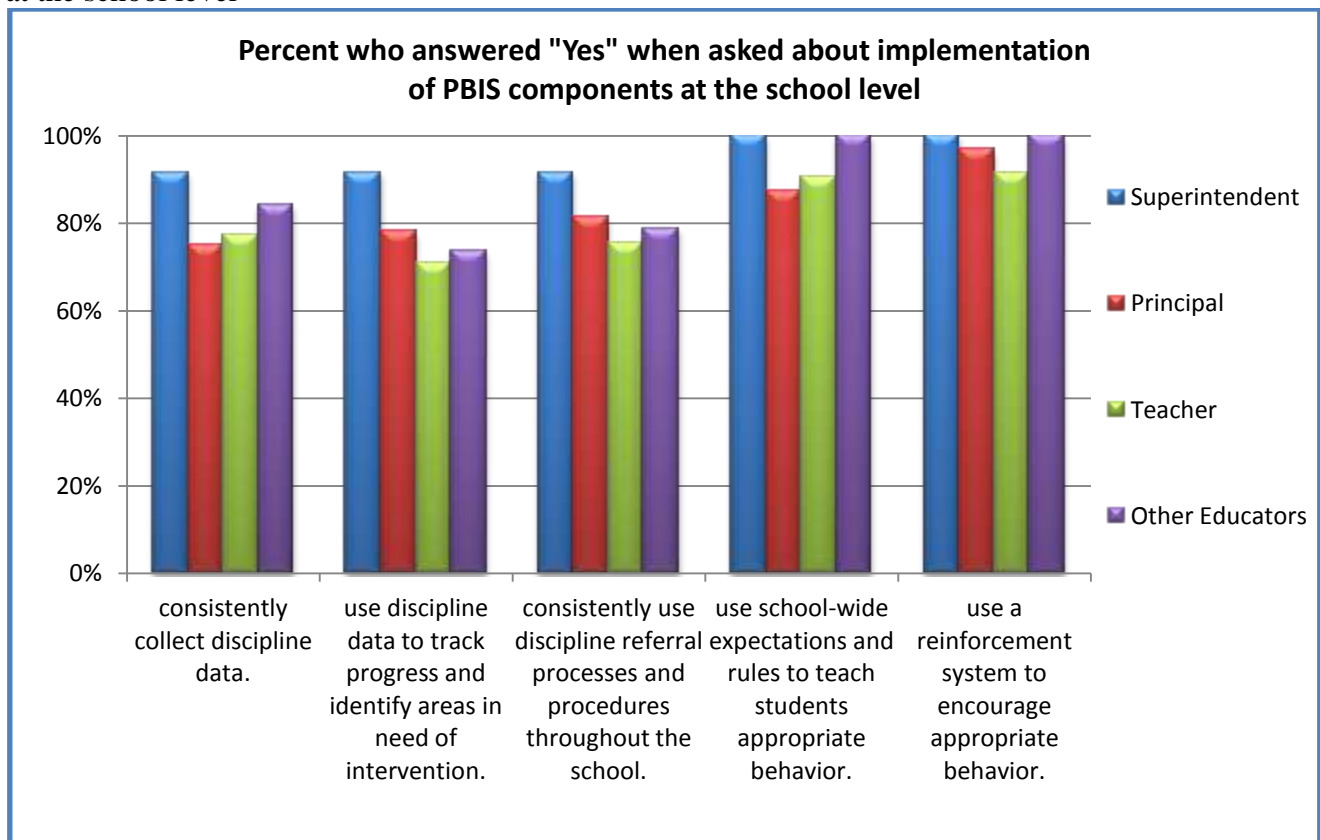
Superintendents' question 5 and principals', teachers' and other educators' question 4 asked, *"Please answer the following about implementation of PBIS in your **SCHOOL**. Staff at this school...."*

- consistently collects discipline data.
- utilizes a database that is user-friendly.
- uses discipline data to track progress and identify areas in need of intervention.
- consistently uses discipline referral processes and procedures throughout the school.
- uses school-wide expectations and rules to teach students appropriate behavior.
- uses a reinforcement system to encourage appropriate behavior.

Answer choices were

- Not part of our PBIS process
- No, not yet
- Yes

Chart 7: Percent who answered "Yes" when asked about implementation of PBIS components at the school level



2010-2011 PBIS Data Report

Percent who answered “yes” regarding implementation of PBIS components at the school level	Superintendent	Principal	Teacher	Other Educators
consistently collect discipline data.	92%	75%	77%	84%
use discipline data to track progress and identify areas in need of intervention.	92%	78%	71%	74%
consistently use discipline referral processes and procedures throughout the school.	92%	81%	75%	79%
use school-wide expectations and rules to teach students appropriate behavior.	100%	88%	90%	100%
use a reinforcement system to encourage appropriate behavior.	100%	97%	91%	100%

Recommendation: Critical Question 1(b): To what degree are PBIS components in place?

Since there is no clear statement of what is meant by PBIS components or elements, there may be a lack of a shared understanding among SD school personnel about what is meant by the term “*PBIS components*.”

The PBIS State Leadership Team could revise the March 2011 edition of the SD PBIS State Plan to make it clear that PBIS “components” mean the “key elements” listed in the Florida Benchmarks of Quality Report.

If revisions to the document are made, attention could be paid to the PBIS “key elements,” what they mean, how they are implemented with fidelity, and how implementation is validated. A data collection tool could be developed to collect pertinent data at the district and school level by adapting Florida’s *Benchmarks of Quality scoring form*, with permission, to reflect SD’s PBIS plan. The PBIS “key elements” could be listed, defined, and posted on the SD DOE website to provide school personnel, parents, and other interested parties a greater understanding of PBIS in South Dakota.

End of data related to Critical Question 1

Finding: Critical Question 2: What changes in behavior are evident where PBIS is implemented?

There is insufficient data to draw conclusions about changes in student behavior as a result of PBIS implementation at the school level but a percentage of survey participants perceive that some changes in behavior have occurred since PBIS was implemented.

All school districts collect and record office referral data via Infinite Campus. Some districts also record office referral data via SWIS. Information about those data collection systems follow:

- Infinite Campus - a K-12 data collection system via a secure website sponsored by the State of South Dakota and the SD Department of Education. Infinite Campus literature states that Campus Behavior tracks and reports information about specific student behavioral events, positive or negative, that occur during school or at offsite events. Have prompt, fair, and equitable resolutions by involving appropriate staff, parents, and external parties and eliminating manual referral paperwork.

- **SWIS - The School-Wide Information System.** SWIS literature states that SWIS is a web-based information system designed to help school personnel use office referral data to design school-wide and individual student interventions. The three primary elements of SWIS are an efficient system for gathering information, a web-based computer application for data entry and report generation, and a practical process for using information for decision making.

Schools utilize data from student referral reports to determine how PBIS implementation efforts are impacting student behavior. That data is to be collected and analyzed by district personnel and reported to state-level PBIS personnel. Student behavioral data reports contain valuable information about changes in behavior related to PBIS but are not part of this data report. Contact Rebecca Cain for more information.

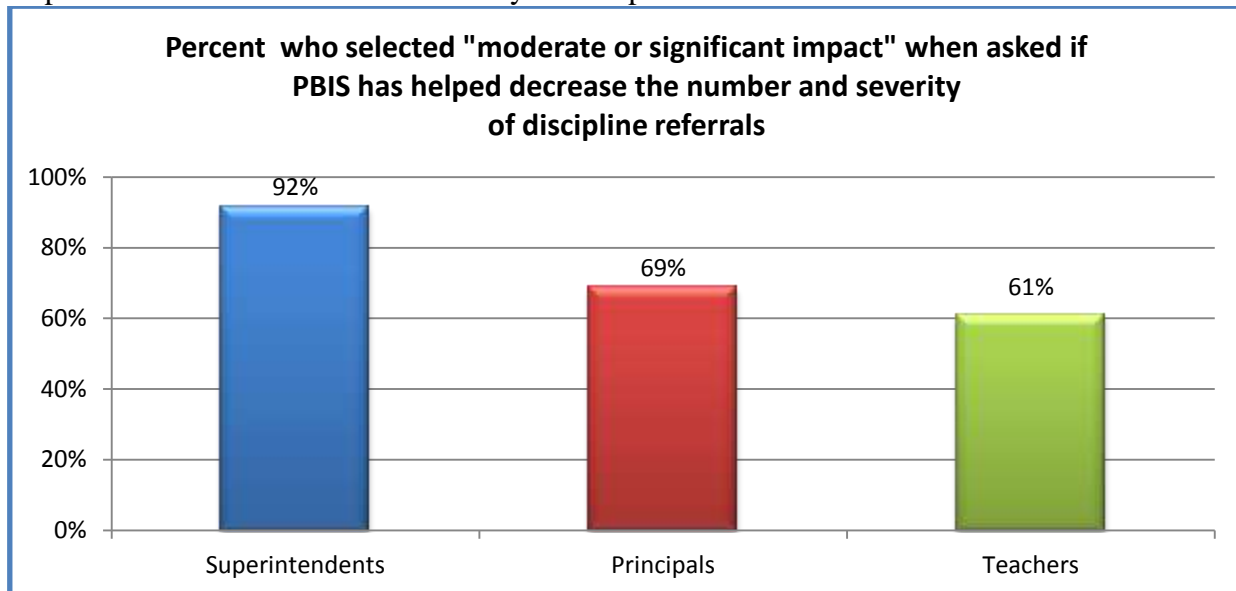
Educators were not directly asked what changes in behavior are evident where PBIS is implemented. Three related questions were asked questions about the impact PBIS has had on the classroom.

Superintendents' question 6 and, principals' and teachers' question 5 asked, *What does classroom data tell you about the impact PBIS has had on classrooms in your school? Data indicates that PBIS processes in this school have helped...decrease the number and severity of discipline referrals.*

Answer choices:

- No impact
- Limited impact
- Moderate impact
- Significant impact

Chart 8: Percent who selected, "*Moderate or significant impact*" when asked if PBIS has helped decrease the number and severity of discipline referrals

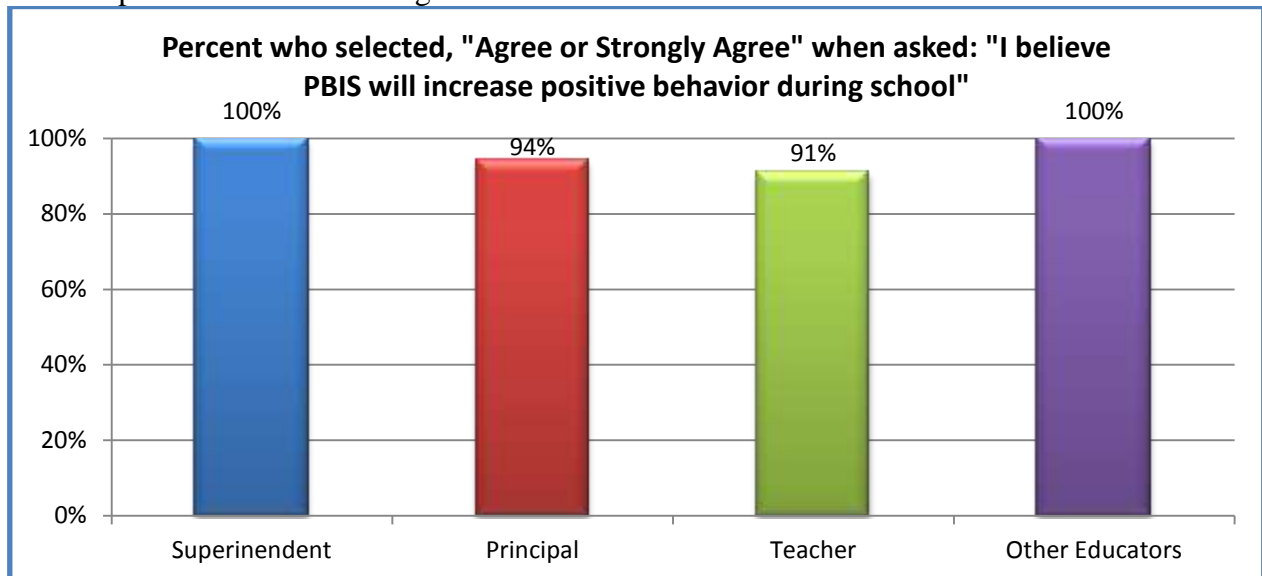


Educators were asked about the long-term and short term impact of implementing PBIS. Superintendents' question 7 and principals', teachers and other educators question 6 asked, *Please rate your level of agreement with the LONG-TERM impacts PBIS may have on your school and community. I believe implementing PBIS with fidelity will ... increase the positive behaviors exhibited by students **during school**.* (Note: "Other educators" were not asked this question.)

Answer choices:

- Strongly disagree
- Disagree
- Agree
- Strongly agree

Chart 9: Percent who selected "Agree or Strongly Agree" when asked: "I believe PBIS will increase positive behavior during school"

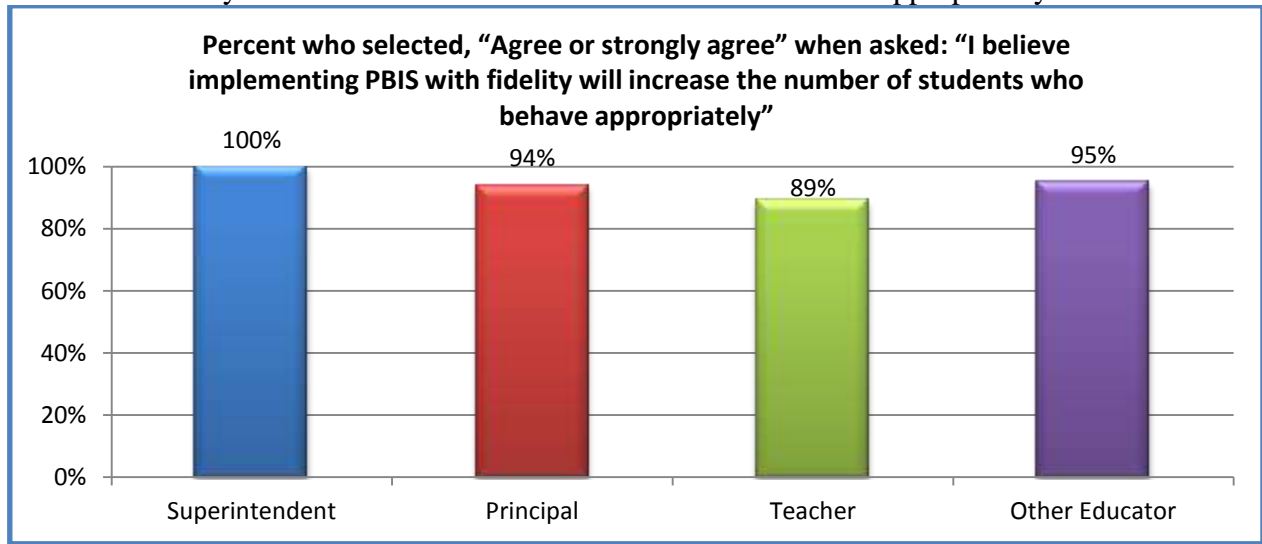


Superintendents' question 8, principals' and teachers' question 7 and other educators' question 6 asked, *Please rate your level of agreement with the SHORT-TERM, sustainable impacts PBIS may have on your school and community. I believe implementing PBIS with fidelity will increase the number of students who behave appropriately.*

Answer choices:

- Strongly disagree
- Disagree
- Agree
- Strongly agree

Chart 10: Percent who selected, “Agree or strongly agree” when asked: “I believe implementing PBIS with fidelity will increase the number of students who behave appropriately”



Recommendation: Critical Question 2: What changes in behavior are evident where PBIS is implemented?

Student behavioral data is critical to the analysis of how PBIS is impacting student behavior. **School district personnel should have a uniform method of collecting student behavior data, generating useable reports that are shared with the PBIS team and all staff, and be used for making programmatic decisions that impact changes in behavior.** A major purpose of the data is to make programmatic decisions that will facilitate an increase in positive student behavior. Data collection, analysis, and use are key components of implementation with fidelity.

Data should continue to be collected and analyzed at the district and school-level. Behavioral data should be analyzed on a scheduled, systematic way to inform PBIS procedures and practices. The practice of using data to discuss and implement programmatic changes is important to fidelity of implementation.

Behavioral data should be reported to state-level PBIS staff. The state has developed/adapted a document called “On-Site PBIS/RtIB Walkthrough.” That tool may be used to adapt a more effective data reporting tool. **Statewide behavior data should be charted; trend lines noted and be included in future PBIS data reports.** State-wide comparisons could be made in student behavioral data in non-PBIS schools and schools implementing PBIS.

A difficulty in making state-wide comparisons may be that while some behavior data, specifically suspension or expulsion data is collected for SPED students; comparable data is not collected at the state-level for general education students. Additionally, it is necessary to have an n size of 10 or more students prior to any publication of student related data.

The State PBIS Plan says: *The SD DOE Federal Programs and Special Education Units will work with the Data Unit to develop a PBIS data collection plan for participating districts/schools that will utilize data already collected for either school or state use to eliminate undue burden on the participating schools.*

The SD Department of Education, Data Management Office manages state-wide data collection and is likely referenced above as the “data unit.” The Data Management office handles the data collection and reporting responsibilities of South Dakota student and teacher data, as outlined in SDCL 13-3-51. "It shall be the duty of the secretary of the department of education to establish a uniform system for the gathering and reporting of educational data for the keeping of adequate educational and financial records for the evaluation of educational progress." Source:

<http://doe.sd.gov/ofm/sdgf.asp>

School data already collected by the Data Management Office could be utilized by the state-level PBIS team to make programmatic decisions about state-level leadership.

On-line survey questions should be developed to collect perception data more specifically related to Critical Question 2.

End of data related to Critical Question 2

Finding: Critical question 3: What changes in academic performance are evident where PBIS is implemented?

Educators were asked three questions related to critical question 3. **While there is insufficient data to draw conclusions about changes in student academic performance as a result of PBIS implementation at the school level, a percentage of survey participants perceive that PBIS does have some impact.**

Superintendents’ question 6, principals’ and teachers’ question 5 asked, *What does classroom data tell you about the impact PBIS has had on classrooms in your school? Data indicates that PBIS processes in this school have helped*

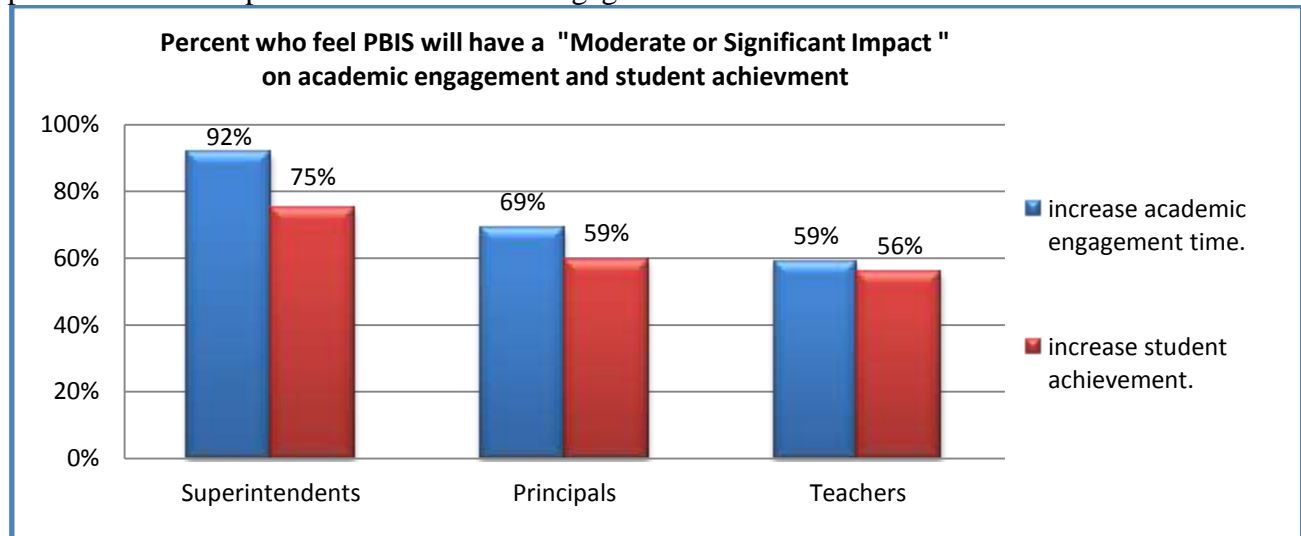
- increase academic engagement time.
- increase student achievement.

Answer choices:

- No impact
- Limited impact
- Moderate impact
- Significant impact

(Note: “Other educators” were not asked this question.)

Chart 11: Percent of those who answered “Moderate or significant impact” when asked if PBIS processes have helped increase academic engagement time and increase student achievement

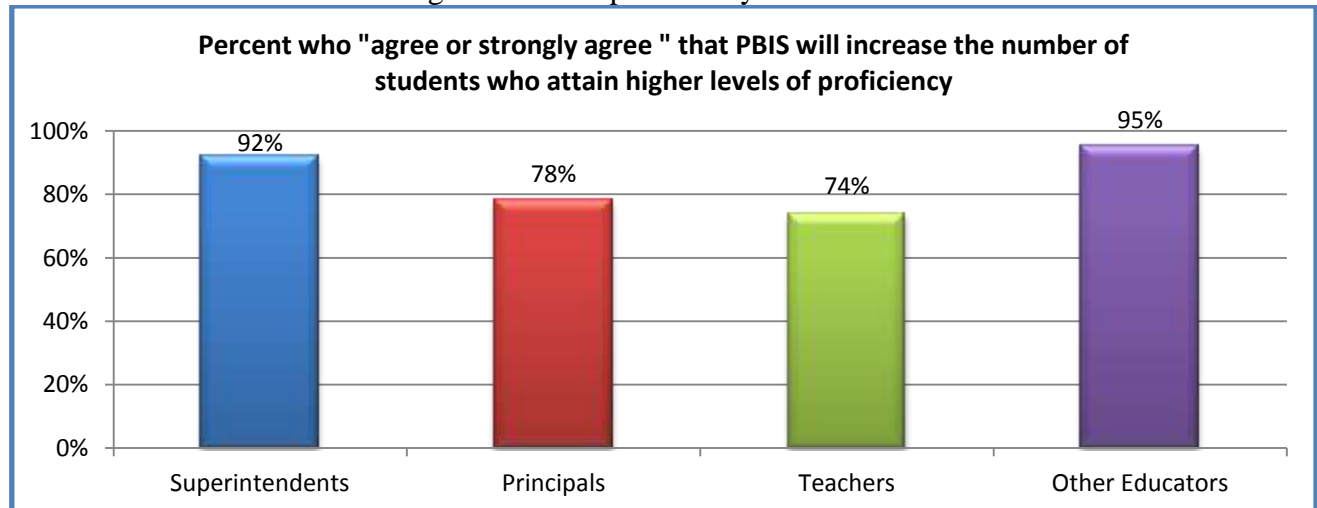


Superintendents’ question 8, principals’ and teachers’ question 7, and other educators’ question 6 asked, *“Please rate your level of agreement with the SHORT-TERM, sustainable impacts PBIS may have on your school and community. I believe implementing PBIS with fidelity will... increase the number of students who attain higher levels of proficiency.”*

Answer Choices:

- Strongly disagree
- Disagree
- Agree
- Strongly agree

Chart 12: Percent who answered “agree or strongly agree” when asked if PBIS will increase number of students who attain higher levels of proficiency

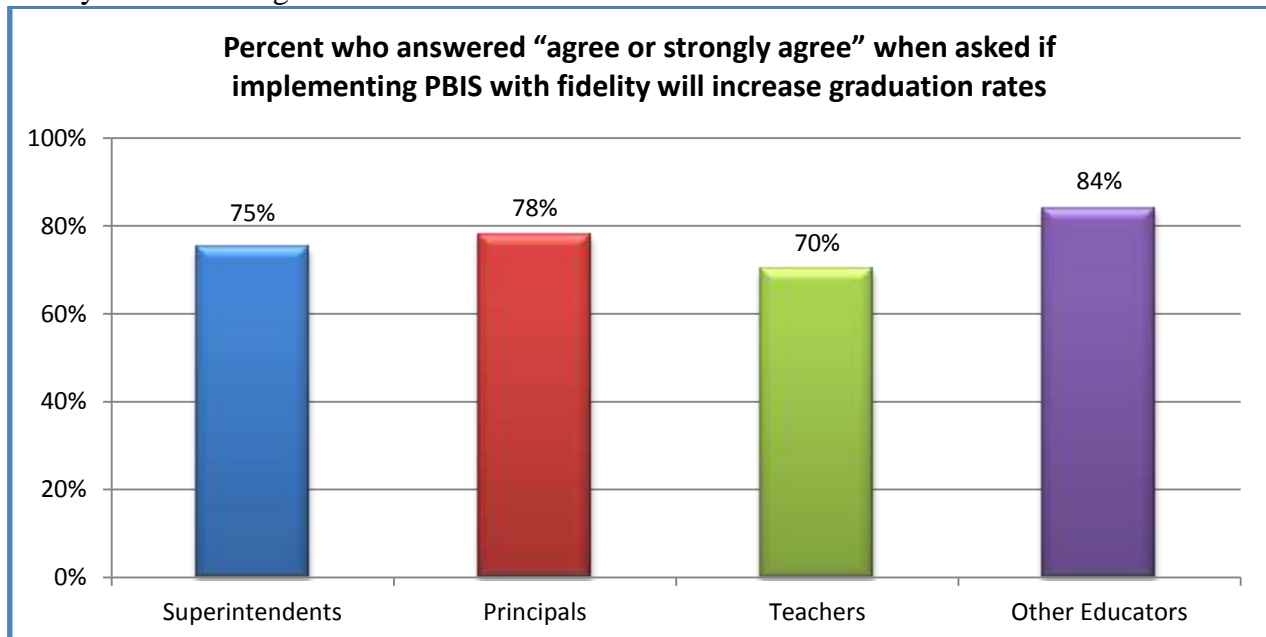


Superintendents' question 7, principals' and teachers' question 6 and other educators' question 5 asked, *Please rate your level of agreement with the LONG-TERM impacts PBIS may have on your school and community. I believe implementing PBIS with fidelity will.... increase graduation rates in our district.*

Answer Choices:

- Strongly disagree
- Disagree
- Agree
- Strongly agree

Chart 13: Percent who answered “agree or strongly agree” when asked if implementing PBIS with fidelity will increase graduation rates



Recommendation Critical Question 3: What changes in academic performance are evident where PBIS is implemented?

It may be difficult to make a direct link between changes in academic performance and any behavioral program. It is important, however, to gather and report data and note any changes that occur after PBIS is in place.

Determining a direct link between increased academic performance and PBIS implementation would require an analysis of pre and post treatment student achievement data. SD DOE could study student achievement data from state-level assessments such as Dakota STEP, student discipline data collected through Infinite Campus, graduation rates, and other academic performance data. Data collected at the state-level could be utilized to construct a comparative study of PBIS and non-PBIS schools.

School districts could study pre and post academic achievement utilizing local student achievement data such as data collected through DIBELS, Achievement Series, student work, report cards, ACT scores, or other locally generated data. Information about changes in academic performance could be reported to state-level personnel.

A tool for reporting changes in academic performance could be developed and used for consistency in reporting among project schools across the state.

End of data collected related to Critical Question 3

Finding: Critical Question 4: Have schools created/maintained positive learning environments since implementing PBIS? (Reference to the safe school evaluation form was omitted from March 2011 edition of SD PBIS State Plan)

While there is insufficient data to draw conclusions about the creation or maintenance of positive learning environments since implementing PBIS implementation at the school level, a percentage of survey participants perceive that implementation of PBIS will increase the number of students, parents, and staff who feel school is safe and has a positive environment.

It should be noted that a significant premise of PBIS is that students are free to learn in a safe and positive environment. Research supports that premise. Based on Dr. Robert Marzano's meta-analysis of 35 years of research on effective schools, a safe and orderly school environment is among the top five school factors influencing student achievement. Those factors are: 1. Guaranteed and Viable Curriculum, 2. Challenging Goals and Effective Feedback, 3. Parent and Community Involvement, **4. Safe and Orderly Environment**, and 5. Collegiality and Professionalism.

Dr. Marzano states in his book, *What Works in Schools, Translating Research into Action*, pg. 53, "if teachers and students do not feel safe, they will not have the necessary psychological energy for teaching and learning. Many studies have singled out a safe and orderly environment as critical to academic achievement. This has been noted at the federal level. For example, Goals 2000: Educate America Act (National Education Goals Panel, 1994) stated that by the year 2000, every school 'will offer a disciplined environment conducive to learning:' (p.13.)"

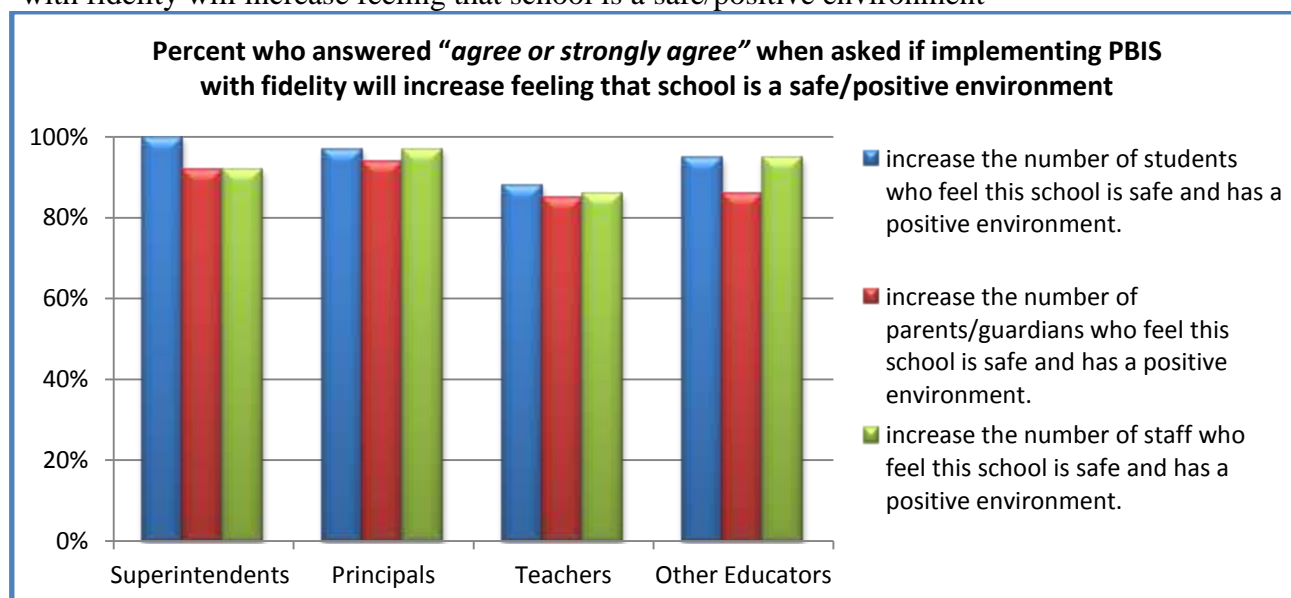
Superintendents' question 8, principals' and teachers' question 7 and other educators' question 6 asked, "Please rate your level of agreement with the *SHORT-TERM, sustainable impacts PBIS may have on your school and community. I believe implementing PBIS with fidelity will.....*

- increase the number of students who feel this school is safe and has a positive environment.
- increase the number of parents/guardians who feel this school is safe and has a positive environment.
- increase the number of staff who feel this school is safe and has a positive environment.

Answer choices:

- Strongly disagree
- Disagree
- Agree
- Strongly agree

Chart 14: Percent who answered “agree or strongly agree” when asked if implementing PBIS with fidelity will increase feeling that school is a safe/positive environment



Percent, who answered, “agree or strongly agree” when asked if implementing PBIS with fidelity will	Superintendent	Principal	Teacher	Other Educators
increase the number of students who feel this school is safe and has a positive environment.	100%	97.00%	88.00%	95.00%
increase the number of parents/guardians who feel this school is safe and has a positive environment.	92%	94.00%	86.00%	95.00%
increase the number of staff who feel this school is safe and has a positive environment.	92%	97.00%	85.00%	95.00%

Rebecca Cain stated that schools report *positive learning environment data* as part of the Benchmarks of Quality reports, which continue to be collected and used to evaluate the creation and maintenance of positive learning environments in districts/schools implementing PBIS. The data collected are not included in this report. Contact Ms. Cain for additional information.

Other data collected by the SD DOE Data Management office could provide valuable information to inform the state-level leadership team. Sources that may provide useful data are the Coordinated School Health Report (School Health Profiles) and the Safe and Drug Free Schools Report.

The School Health Profiles (Profiles) is a system of surveys assessing school health policies and programs. The Profiles surveys are conducted biennially by Coordinated School Health in the South Dakota Department of Education. Profiles data are collected from self-administered questionnaires from the principal and the lead health education teacher at randomly selected secondary schools. One of the areas of focus is professional development on the topic of classroom management techniques, such as social skills training, environmental modification, conflict resolution and mediation, and behavior management.

Source: <http://doe.sd.gov/schoolhealth/schoolhealthprofiles.asp>

Safe, Drug and Gun Free Schools (<http://doe.sd.gov/ofm/sdgf.asp>)

The South Dakota Data Management office handles data collection and reporting responsibilities of South Dakota student and teacher data, as outlined in SDCL 13-3-51.

Criteria to be used in identifying persistently dangerous schools are multiple violent criminal offenses in 2 or more consecutive years, including the most recent school year, as set forth in South Dakota state law, including:

- whether committed by or victimizing students, school personnel or non-school personnel; that occur 24 hrs. a day (not just during school hours);
- that occur 12 months a year (not just during the school year);
- that occur on school grounds, school property, or school-related and/or school-sponsored events, including buses and sports arenas.

The number of multiple violent criminal offenses used to determine each school's status as a safe school or a persistently dangerous school shall be calculated according to the following formula:

1 or more violent criminal offenses per 50 students enrolled with a maximum of 10 offenses per year, in 2 consecutive school years shall classify a school as persistently dangerous.

DOE will maintain a list of offenses that the State considers to be "violent criminal offenses" for purposes of the USCO* policy. DOE shall use data collected via the annual Safe and Drug/Gun-Free Schools data collection process for purposes of implementing the USCO* policy. DOE will annually reassess each school's status, using the criteria outlined in this policy for identification of persistently dangerous schools.

Some districts collect local data via school district generated surveys or other collection methods which may also inform PBIS processes and procedures being implemented in districts and schools.

The creation and maintenance of a positive learning environment was recognized as critical at the federal-level with the passage of The Safe and Drug-Free Schools and Communities Act (SDFSCA) (Title IV, Part A of the ESEA), a critical part of President Bush's national effort to ensure academic success for all students. Effective July 1, 2002, the SDFSCA State Grants (Subpart 1) program authorizes a variety of activities designed to prevent school violence and youth drug use, and to help schools and communities create safe, disciplined, and drug-free environments that support student academic achievement. Source:

<http://doe.sd.gov/ofm/grants/LEAapp/docs/Title%20IV-safe%20&%20Drug%20Free%20Guidance.pdf>

Current information about the Office of Safe and Drug free Schools at the US Department of Education is found at: <http://www2.ed.gov/about/offices/list/osdfs/index.html>

Research indicates that implementing PBIS with fidelity will assist in providing the safe and positive environment necessary for academic performance.

No survey question was asked that directly gauges how school staff feels about the creation/maintenance of positive learning environments as a result of PBIS. Administrators and teachers were asked to indicate to what extent they believe the implementation of PBIS will increase the number of people who feel the school is safe and has a positive environment.

***South Dakota's Unsafe School Choice Option Policy (USCO)**

Source: http://doe.sd.gov/ofm/documents/SDGF_UnsafeSchoolChoicePolicy.pdf

2009 South Dakota Youth Risk Behavior Survey

Source: http://doe.sd.gov/schoolhealth/documents/YRBS_injuriesandviolence.pdf

The YRBS survey was developed by the Division of Adolescent and School Health, National Center for Chronic Disease Prevention and Health Promotion, Centers for Disease Control and Prevention. The survey questionnaire reflects input from several hundred professionals across the country. These professionals represented state and local education and health agencies, national organizations, and experts in each of the major topic areas measured by the survey.

The YRBS is a questionnaire consisting of items that assess the six priority health-risk behaviors that result in the greatest amount of morbidity, mortality, and social problems among youth. These behaviors fall into six categories: behaviors that result in unintentional and intentional injuries; tobacco use; alcohol and other drug use; sexual behaviors that result in HIV infection, other sexually transmitted diseases and unintended pregnancies; dietary behavior; and physical activity.

A random sample of approximately 1,800 South Dakota students in grades 9-12 completes the questionnaire every two years. All public, private, and Bureau of Indian Education (BIE) schools in South Dakota containing any students in grades 9, 10, 11, or 12 are eligible to be selected for inclusion in the survey. Ungraded and out-of-school programs are excluded.

This direct measurement of priority health risk behaviors can be used not only to determine the level of risk that exists among our adolescent population, but to assist us in developing resources and planning successful interventions that can positively impact the behavior of South Dakota youth.

To request a printed copy of the South Dakota YRBS, contact:

Kari Senger, Co-Director, 605-773-4257 or Dee Dee Dugstad, Co-Director, 605-773-6189, or Karen Keyser, Health Education Coordinator, 605-773-6808

Survey Questions related to behaviors at school:

12. Have you ever been bullied?

13. During the past 30 days, on how many days did you carry a weapon such as a gun, knife, or club on school property?

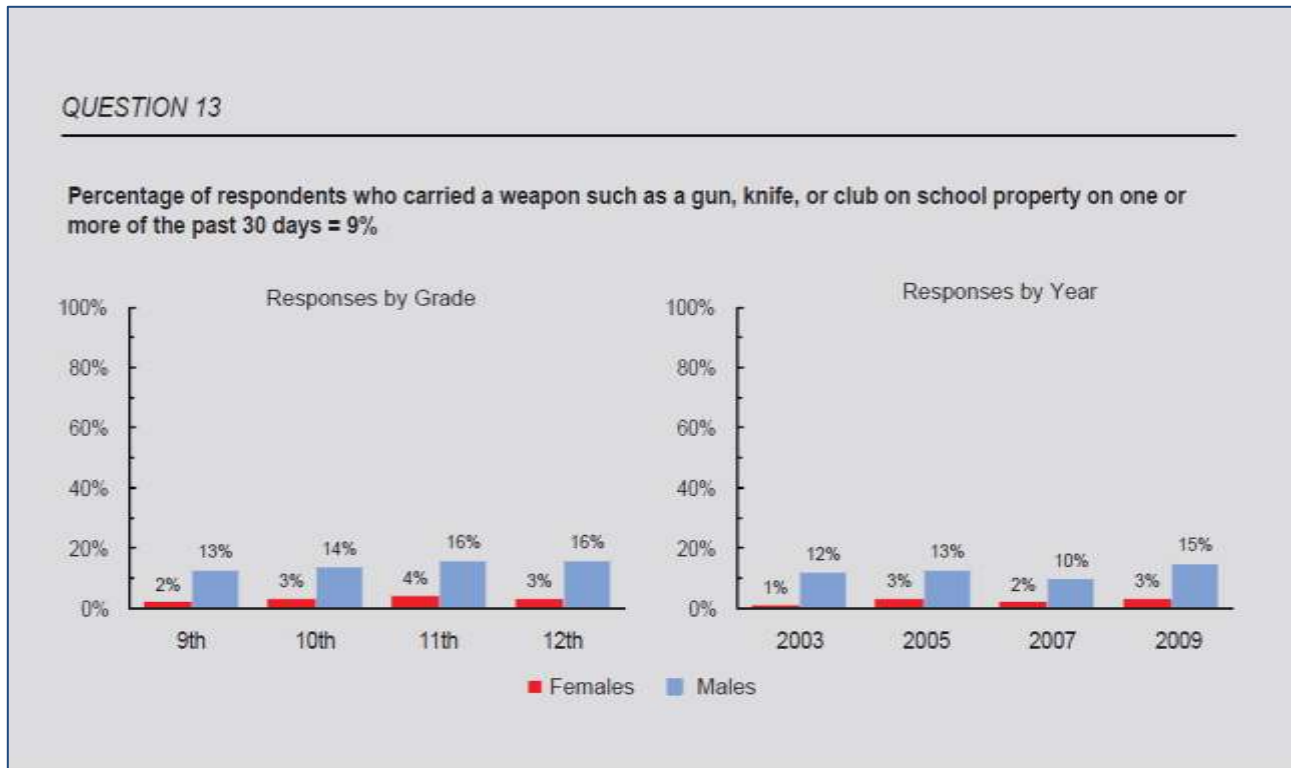
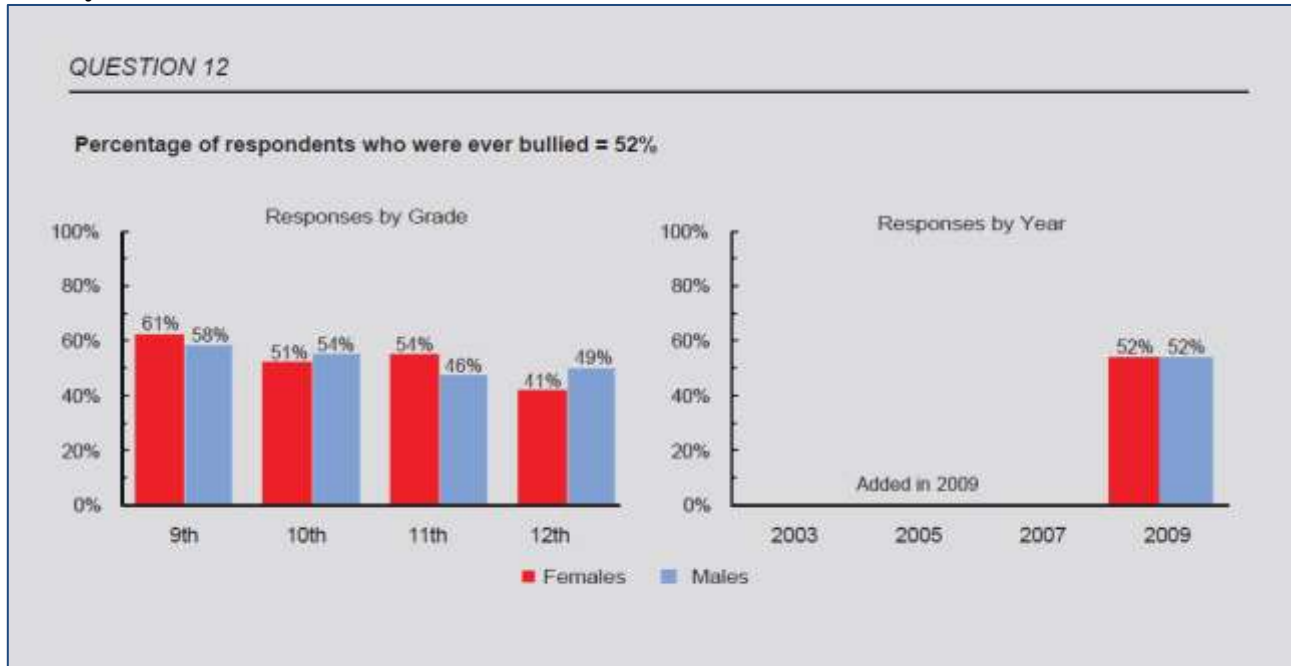
14. During the past 30 days, on how many days did you not go to school because you felt you would be unsafe at school or on your way to or from school?

15. During the past 12 months, how many times has someone threatened or injured you with a weapon such as a gun, knife, or club on school property?

16. During the past 12 months, how many times has someone stolen or deliberately damaged your property such as your car, clothing, or books on school property?

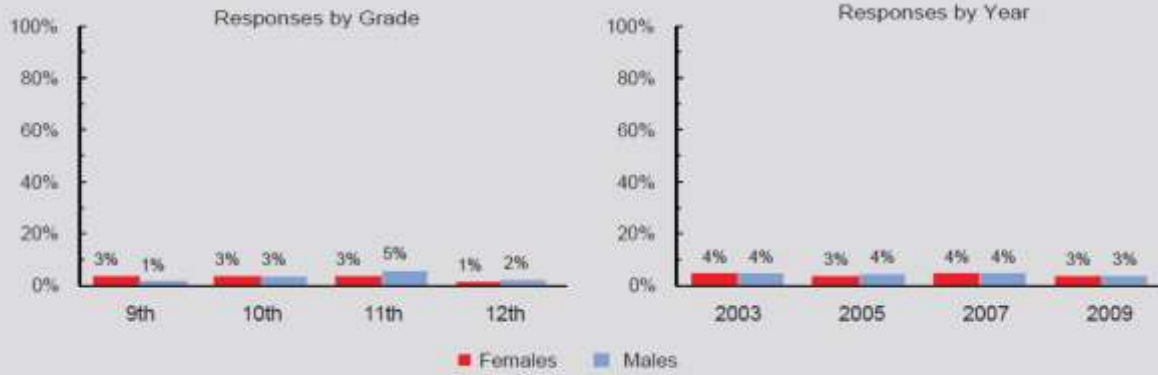
19. During the past 12 months, how many times were you in a physical fight on school property?

Survey results related to behaviors in school:



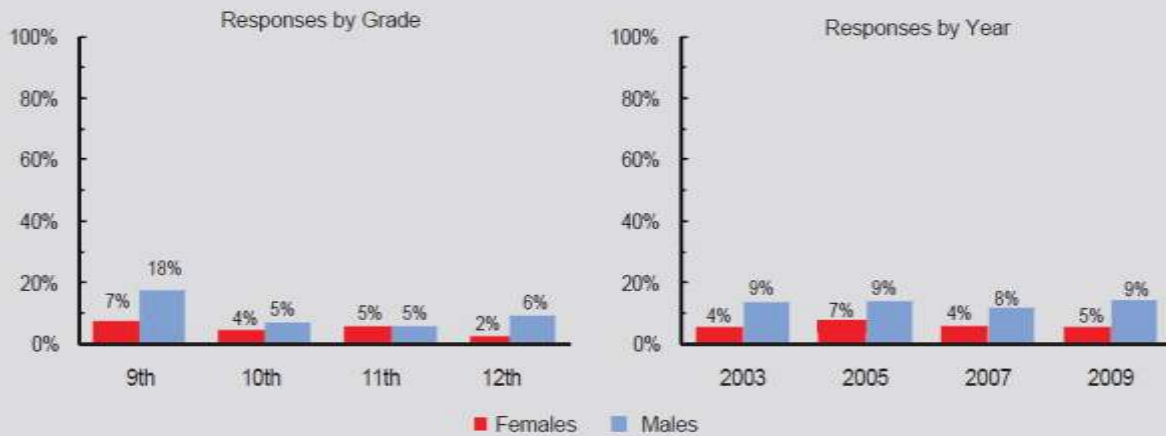
QUESTION 14

Percentage of respondents who did not go to school on one or more of the past 30 days because they felt they would be unsafe at school or on their way to or from school = 3%



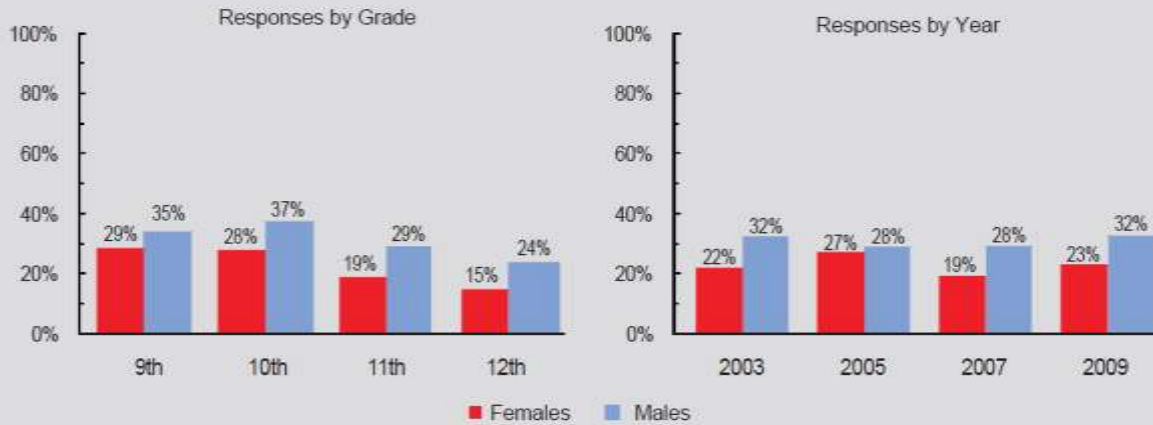
QUESTION 15

Percentage of respondents who have been threatened or injured with a weapon such as a gun, knife, or club on school property one or more times during the past 12 months = 7%



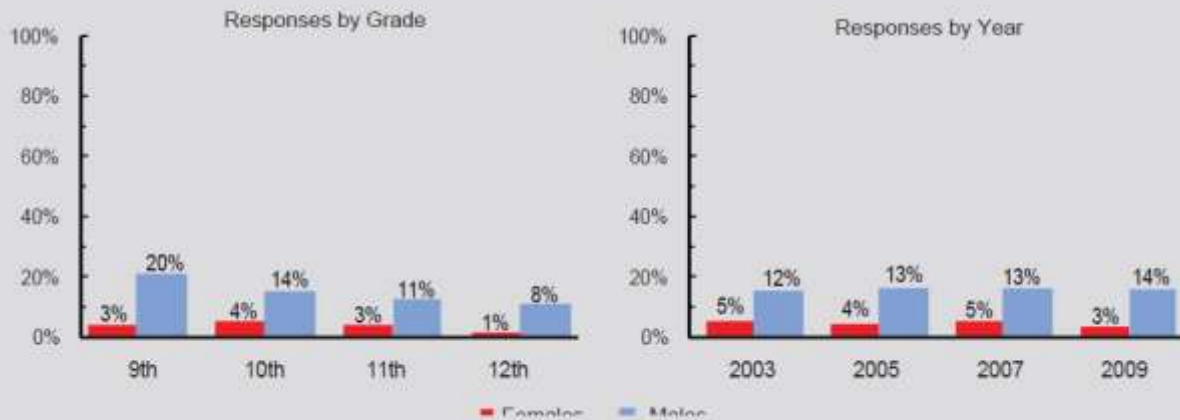
QUESTION 16

Percentage of respondents who had property, such as their car, clothing, or books stolen or deliberately damaged on school property one or more times during the past 12 months = 28%



QUESTION 19

Percentage of respondents who were in a physical fight on school property one or more times during the past 12 months = 8%



Recommendation: Critical Question 4: Have schools created/maintained positive learning environments since implementing PBIS? ~~(Safe school evaluation forms may be used.)~~

Data should continue to be collected and analyzed regarding the creation and maintenance of positive learning environments. Important data sources regarding positive learning environments are teachers, students and parents. Teacher survey questions could more specifically ask about the creation of positive learning environments. Specific surveys should be designed for parents and students and be administered as part of the 2011-2012 data collection process.

The State PBIS Plan says: *The SD DOE Federal Programs and Special Education Units will work with the Data Unit to develop a PBIS data collection plan for participating districts/schools that will utilize data already collected for either school or state use to eliminate undue burden on the participating schools.* It may be that relevant behavioral data is collected and published in documents such as the *Youth Risk Behavior Survey* and *Safe and Drug Free Data Report*. State-wide comparisons could be made in student behavioral data in PBIS and non-PBIS schools.

School-level data relevant to positive learning environments should be reported to state-level staff. A specific reporting tool regarding changes in behavior could be developed for consistency of reporting. On-line survey questions should collect perception data related to the creation and maintenance of positive learning environments from school personnel.

An important question, related to Question 4, is the creation and maintenance of school as being a safe and orderly environment. Safety and well-being of students on school property, at school events, and in the community at large is an essential component of any to positive behavioral program. The SD PBIS Plan could place additional emphasis on the creation and maintenance of a safe and an orderly school environment.

End of data related to Critical Question 5

Finding: Critical Question 5: Do students, families, teachers, administrators, other school staffs perceive PBIS as feasible and helpful?

There is insufficient data to draw conclusions about how students, families, teachers, administrators, and other school staff perceive PBIS as feasible.

Students and families were not surveyed for this report. Support staff (office, lunch room, custodial, bus, or other staff) was not surveyed. No survey question was asked that regarding how administrators or teachers feel about PBIS being feasible and helpful.

Ms. Cain indicated schools do collect and report data related to Critical Question 5 via the monthly PBIS team meeting reports and interview data from some schools. That data is not included in this report. Contact Rebecca Cain for more information.

Recommendation: Critical Question 5: Do students, families, teachers, administrators, other school staffs perceive PBIS as feasible and helpful?

Data should continue to be collected at the school and state-level regarding whether school staff and others perceive PBIS as feasible and helpful. That data should be analyzed to determine what steps to take to increase the levels of understanding about PBIS processes and procedures.

Research indicates implementation of PBIS with a high level of fidelity results in a positive impact on student behavior. An increasing awareness of positive change will impact how PBIS is perceived among the groups listed in Question 5.

A yearly survey should continue to be conducted for school staff including superintendents, principals, teachers, paraprofessionals, and all support staff. All school district employees who interact with students are important to fidelity of practice and should be included in a survey designed to gauge perception of PBIS feasibility and effectiveness.

Information about how parents and students perceive PBIS could be collected either via a survey or interviews. In 2010 Ms. Cain indicated she would like to add an interview/walk-through feature to on-site data collection. The interviews/walk-through data would be collected by the PBIS trainers assigned to schools. They would use an interview/walk-through template such as one designed by the New Jersey PBS Project. A sample walk-through template is included in appendix of this report. Other resources for district self-assessment for New Jersey schools are found at: <http://www.njpbs.org/index.htm>

The SD Department of Education, Office of Educational Services and Support, has developed a parent survey which is distributed to parents by local SPED staff. That survey data is submitted to SD DOE. The possibility of including questions about PBIS components on that survey instrument could be discussed with OESS staff.

End of Findings and Recommendations on Five Critical Questions

Immediate goals of PBIS:

The South Dakota PBIS Plan, 2006 edition, established six immediate goals of PBIS. **Goals 1-3** are district-level goals; PBIS **Goals 4-6** are state-level goals.

Note: The March 2011 edition of the South Dakota PBIS Plan excluded two goals from the 2006 edition of the South Dakota PBIS plan. Those two goals are listed here: (5) incorporate PBIS within coursework offered through institutions of higher education; and (6) attain political recognition and support. Data collected relative to those goals in 2010-2011 are included in this report.

PBIS Goal 1: Create local systems that support and sustain implementation of PBIS in school and community settings. (School district responsibility)

Finding: PBIS Goal 1: Create local systems that support and sustain implementation of PBIS in school and community settings.

There is insufficient data to draw conclusions about the creation of local systems that support and sustain implementation of PBIS in the cohort school, a percentage believe a system has been created at the school level. Fewer believe a system has been created for the community.

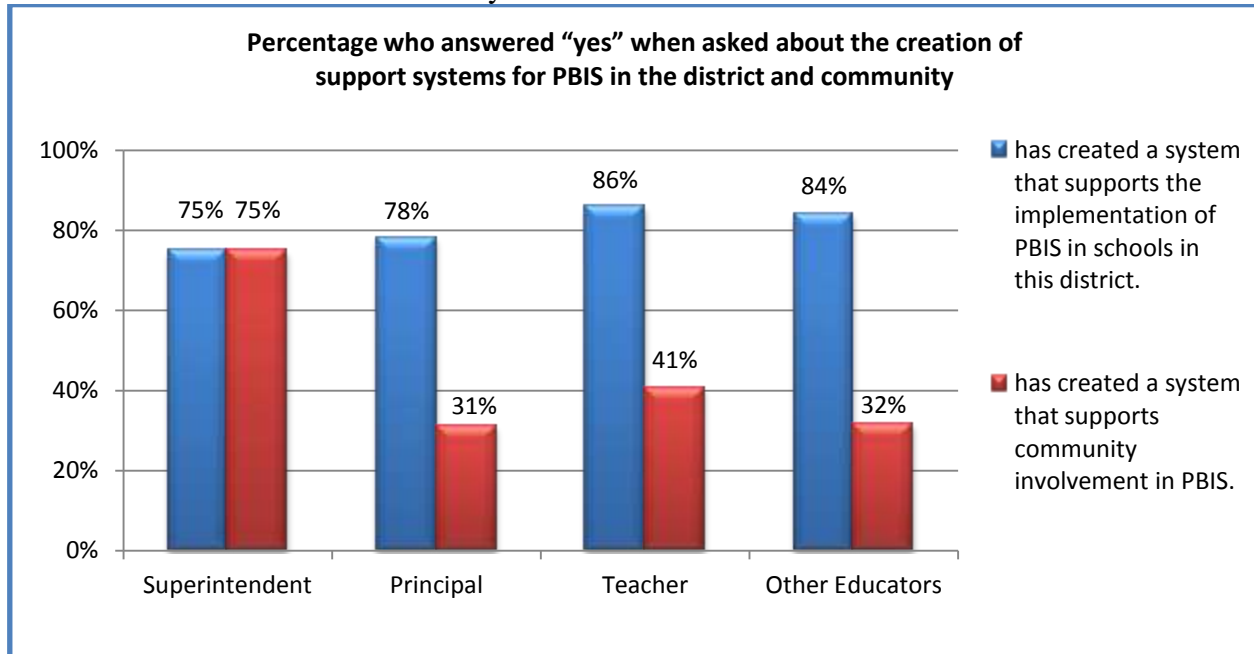
Superintendents' question 4, principals, teachers and other educators question 3 asked, *"Please answer the following about implementation of PBIS in your DISTRICT. This district ...*

- has created a system that supports the implementation of PBIS in schools in this district.
- has created a system that supports community involvement in PBIS.

Answer choices:

- Not part of our PBIS process
- No, not yet
- Yes

Chart 15: Percentage who answered “yes” when asked about the creation of support systems for PBIS in the district and community



During discussions with Rebecca Cain, SD PBIS Coordinator, she indicated that information about local systems of support are included in the Benchmark of Quality report submitted twice a year and the district monthly meeting notes submitted monthly. Ms. Cain indicated the data from those reports are summarized in a yearly status report for PBIS. That data is not included in this report.

Each district has a designated PBIS coach who has received coaching training. The district coach is charged with helping create local systems and sustain the effort in the district. In addition to the Benchmark Quality Report, school-level data is collected by district PBIS coaches. It is not clear what data coaches collect or how it is recorded or utilized.

Rebecca Cain, SD PBIS coordinator, and the three state PBIS trainers meet with the district coaches each October and February. During those meetings, coaches receive additional training on the implementation and guidance of PBIS at the district-level.

For additional information about local efforts to create systems that support and sustain implementation of PBIS in the school and community system, contact Ms. Cain.

Recommendation: PBIS Goal 1: Create local systems that support and sustain implementation of PBIS in school and community settings

Data should continue to be collected at the school and state-level regarding local systems of support. The district PBIS coach is charged with helping districts/schools create local systems and sustain the effort in the district. It is essential someone with administrative level authority support that effort. During a discussion with Ms. Cain, it was clarified that it is recommended that the school principal and/or psychologist provide critical support to the district PBIS coach(es) as local systems of support are created and sustained.

End of data related to PBIS Goal 1

PBIS Goal 2: Create awareness and shared language for addressing the social/behavioral needs of children and youth. (School district responsibility)

Finding: There is insufficient data to draw conclusions about the extent to which districts/schools created an awareness of and shared language for addressing the social/behavioral needs of children and youth. There are, however, a percentage of survey participants who perceive that this goal has been achieved in their school.

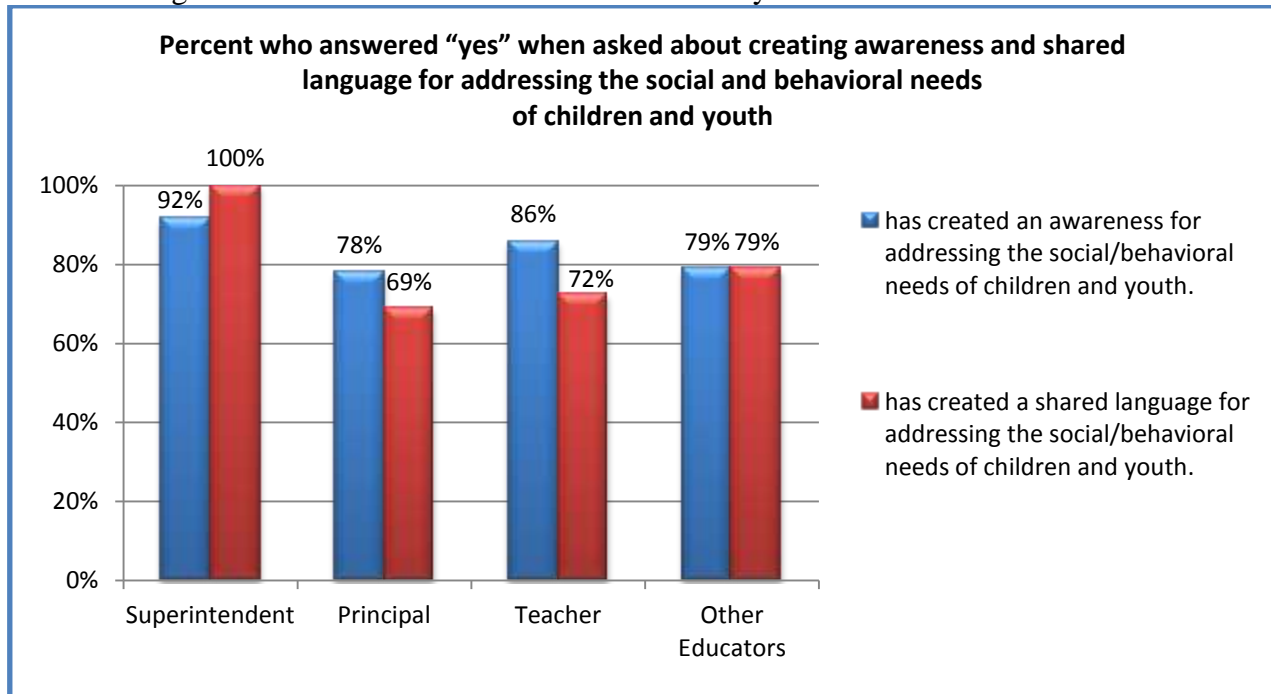
Superintendents' question 4, principals, teachers, and other educators question 3 asked, *Please answer the following about implementation of PBIS in your DISTRICT. This district*

- has created an awareness for addressing the social/behavioral needs of children and youth.
- has created a shared language for addressing the social/behavioral needs of children and youth.

Answer choices:

- Not part of our PBIS process
- No, not yet
- Yes

Chart 16: Percent who answered “yes” when asked about creating awareness and shared language for addressing the social/behavioral needs of children and youth



In an attempt to determine a shared understanding of what educators perceive as problem behaviors in school and in the classroom, principals' and teachers' survey question 12 asked, *Rate the frequency to which students exhibit the following inappropriate behaviors in classrooms and other locations in your school. Students in this school...*

- are inattentive during classroom activities.
- monopolize discussions.
- argue during class.
- are disrespectful to the instructor and/or others.
- dispute or undermine instructor's authority or expertise.
- bully, tease, or harass other students.
- use inappropriate or profane language.
- send/receive text messages or use cell phone during class.
- do other homework during lecture or class activity.
- interrupt class activities by talking with other students.
- sleep during class.
- grandstand.
- refuse to participate.
- are excessively late to class.
- make verbal/physical threats to students or instructor.
- make inappropriate suggestions, sexual innuendos, or flirts in class.
- exhibit inappropriate displays of affection.

Answer choices:

- Never
- Rarely
- Occasionally
- Frequently

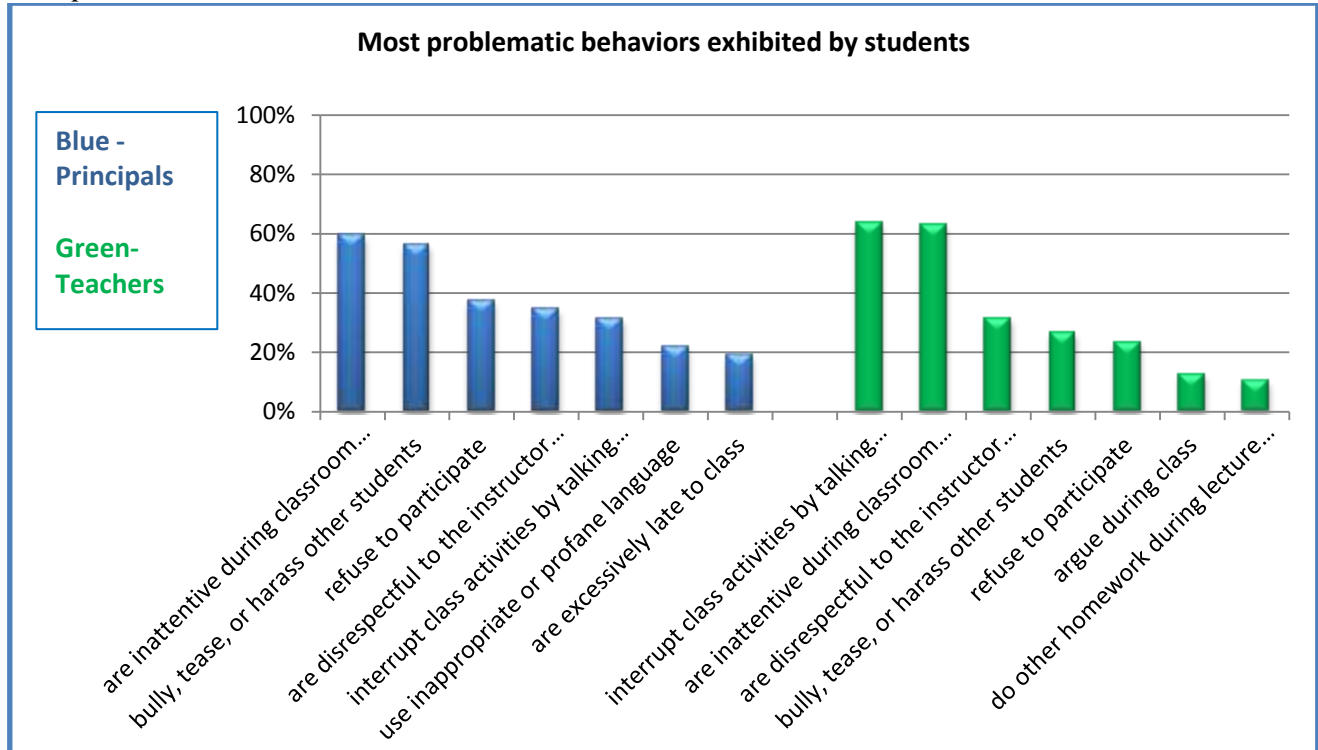
Principals' Answers	Never	Rarely	Occasionally	Frequently
are inattentive during classroom activities.	3.10%	15.60%	62.50%	18.80%
monopolize discussions.	3.10%	53.10%	40.60%	3.10%
argue during class.	0.00%	56.30%	37.50%	6.30%
are disrespectful to the instructor and/or others.	0.00%	40.60%	50.00%	9.40%
dispute or undermine instructor's authority or expertise.	3.10%	68.80%	21.90%	6.30%
bully, tease, or harass other students.	0.00%	18.80%	68.80%	12.50%
use inappropriate or profane language.	0.00%	50.00%	37.50%	12.50%
send/receive text messages or use cell phone during class.	34.40%	34.40%	21.90%	9.40%
do other homework during lecture or class activity.	12.50%	43.80%	43.80%	0.00%
interrupt class activities by talking with other students.	0.00%	21.90%	65.60%	12.50%
sleep during class.	18.80%	53.10%	18.80%	9.40%
grandstand.	12.50%	65.60%	21.90%	0.00%
refuse to participate.	0.00%	53.10%	37.50%	9.40%
are excessively late to class.	12.50%	46.90%	25.00%	15.60%
make verbal/physical threats to students or instructor.	21.90%	59.40%	15.60%	3.10%
make inappropriate suggestions, sexual innuendos, or flirts in class.	12.50%	68.80%	18.80%	0.00%
exhibit inappropriate displays of affection.	40.60%	43.80%	15.60%	0.00%

2010-2011 PBIS Data Report

Teachers' Answers	Never	Rarely	Occasionally	Frequently
are inattentive during classroom activities.	2.30%	25.10%	53.50%	19.10%
monopolize discussions.	7.30%	45.60%	42.40%	4.80%
argue during class.	13.00%	52.40%	30.10%	4.60%
are disrespectful to the instructor and/or others.	11.80%	52.40%	28.20%	7.50%
dispute or undermine instructor's authority or expertise.	25.70%	53.50%	18.50%	2.30%
bully, tease, or harass other students.	11.40%	53.30%	29.60%	5.70%
use inappropriate or profane language.	26.70%	55.40%	15.50%	2.50%
send/receive text messages or talk on phone during class.	73.60%	17.50%	7.50%	1.40%
do other homework during lecture or class activity.	45.80%	36.20%	16.60%	1.40%
interrupt class activities by talking with other students.	6.20%	32.80%	47.20%	13.90%
sleep during class.	56.70%	32.30%	9.60%	1.40%
grandstand.	47.60%	36.40%	13.90%	2.10%
refuse to participate.	21.60%	55.10%	20.50%	2.70%
are excessively late to class.	38.30%	40.80%	18.50%	2.50%
make verbal/physical threats to other students or instructor.	57.90%	34.40%	6.80%	0.90%
make inappropriate suggestions, sexual innuendos or flirts during class.	62.60%	30.10%	5.90%	1.40%
exhibit inappropriate displays of affection.	75.90%	19.10%	4.30%	0.70%

Principals' and teachers' question 13 asked, *Of the inappropriate student behaviors in question 11, which are the most problematic? Select NO MORE than four.*

Chart 17: The top seven behaviors exhibited by students identified by principals and teachers as *most problematic*



Most Problematic Behaviors	Principal	Teacher
are inattentive during classroom activities	59.4%	62.7%
bully, tease, or harass other students	56.3%	26.5%
refuse to participate	37.5%	23.5%
are disrespectful to the instructor and/or others	34.4%	31.5%
interrupt class activities by talking with other students	31.3%	63.6%
use inappropriate or profane language	21.9%	6.8%
are excessively late to class	18.8%	10.1%
argue during class	9.4%	12.7%
sleep during class	9.4%	5.2%
monopolize discussions	6.3%	9.4%
send/receive text messages or use cell phone during class	6.3%	4.0%
do other homework during lecture or class activity	6.3%	10.3%
make verbal/physical threats to other students or instructor	6.3%	1.4%

Rebecca Cain, SD PBIS Coordinator, indicated that each participating district sends a team to a state-offered PBIS training. An initial activity during that meeting each district develops a planning matrix that outlines how PBIS will look in their district.

A decision is made regarding major and minor behaviors, what are acceptable and unacceptable classroom behaviors vs. school behavior, and how a school will deal with behaviors on a consistent basis in classrooms, in hallways, on school grounds, at school events, on buses, or at other school-related locations and activities.

Part of the plan is the development of consistent language or terminology used to describe acceptable and unacceptable behaviors. The shared language is developed by team and shared with all staff and students. It is recommended that there are three to five general, overall expectations.

Planning will include teaching expectations to students. Students will be taught the expected behaviors and the expectations will be modeled and reinforced by all staff. Students who comply will receive an agreed upon reward. Student expectations will be enforced by all staff in all settings.

The district PBIS plan is communicated to all school district staff by the trained PBIS teams during an in-school workshop of at least two hours in duration. It is important the plan is supported by all administrators, teachers, and support staff in the school.

Students, parents and community members will be informed about the PBIS plan, acceptable and unacceptable behaviors and how the district will deal with behaviors on a consistent basis.

Each district's PBIS plan is on file with Ms. Cain but those plans are not part of this report.

Recommendation: PBIS Goal 2: Create awareness and shared language for addressing the social/behavioral needs of children and youth.

Each district should continue to review and refine the district PBIS plan. That plan should be reported to Ms. Cain and should be shared with all district staff in advance of the school year. It is essential that all staff understand and support the district plan for implementation with fidelity. It is essential that there is an understanding of the shared language and consistent enforcement of the district behavioral norms. Those norms should be communicated with students and proper and frequent modeling and guidance should occur.

Each district could develop information about the district PBIS plan and post it on the school district website for easy access for parents, families and the community.

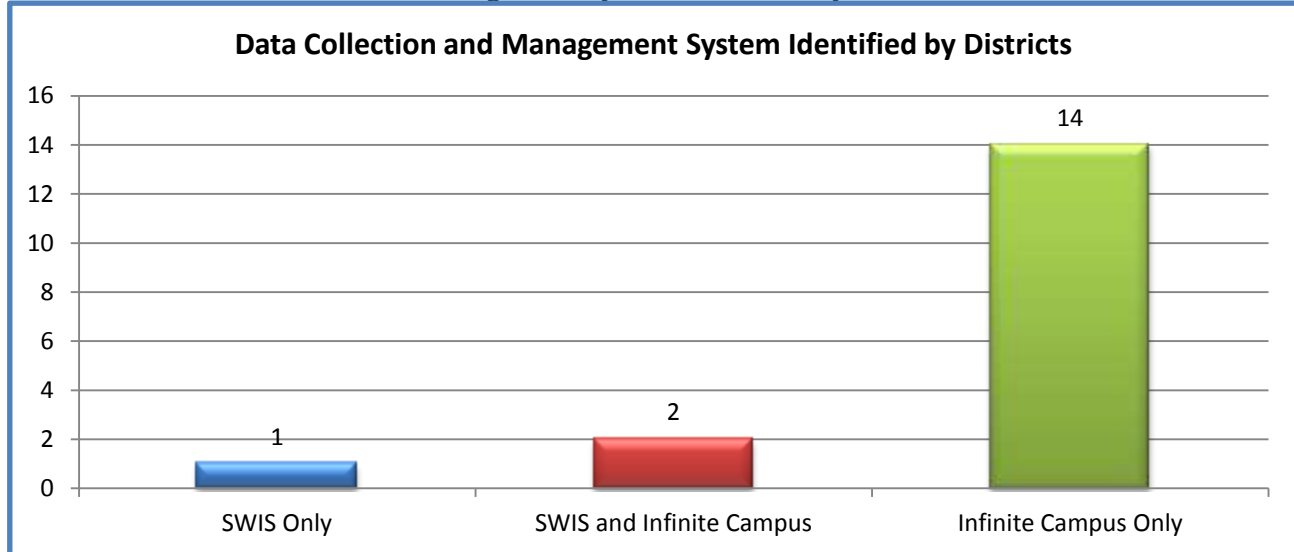
End of data related to PBIS Goal 2

PBIS Goal 3: Use a data collection/management system that provides reliable and easily accessible data to assist in evaluation and decision-making. (School district responsibility)

Finding: PBIS Goal 3 is partially achieved in that all districts report the use of a data collection/management system. There is insufficient data, however, to draw conclusions about the extent to which districts use a data collection/management system that provides reliable and easily accessible data or to what extent districts use student data to assist in evaluation and decision-making.

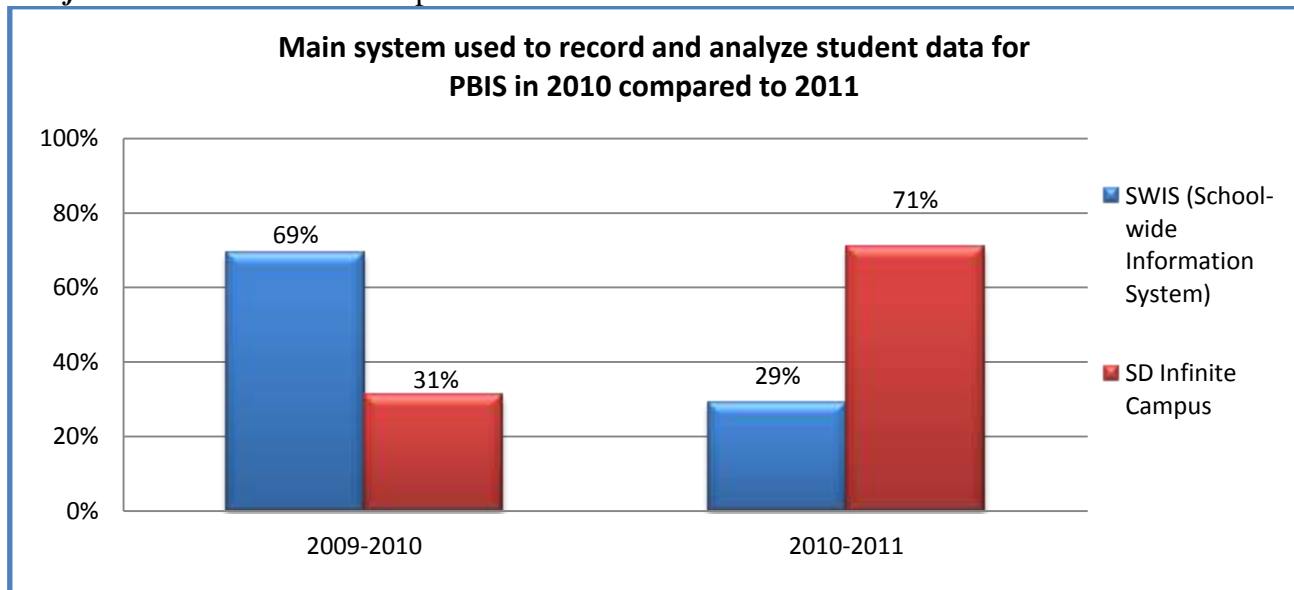
Districts were asked to identify the data collection and management system used to collect student behavioral data. That data was included on the information submitted as part of the contact list submitted in and Excel spreadsheet by each district.

Chart 18: Data collection and management system identified by districts



A subscription to SWIS (School-wide Information System) costs a school \$250 per year, it may cost more depending on the size and student population. SD DOE paid that subscription fee for the first three years of PBIS implementation in 2007-2010. That practice ended with the 2010-2011 school year.

Chart 19: SD school use of SWIS as the main *system used to record and analyze student behavior data for PBIS* in 2009-2010 compared to 2010-2011



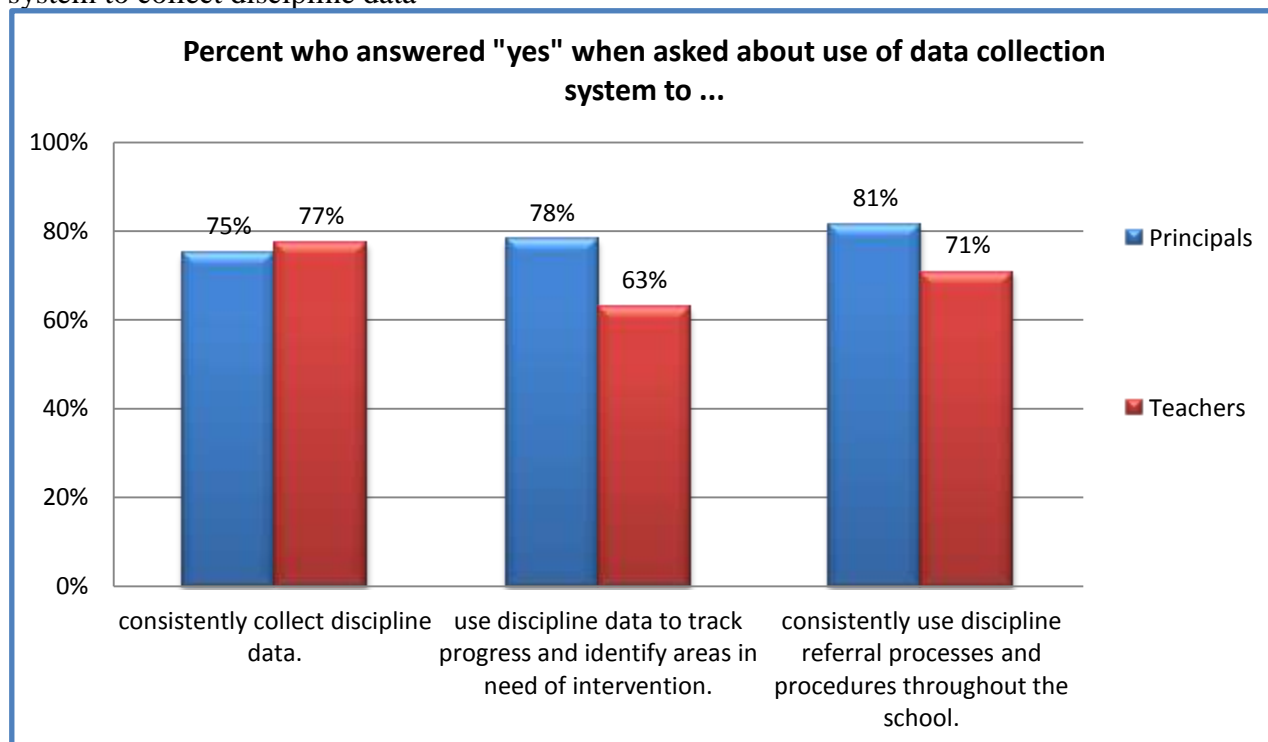
Principals and teachers question 3 asked, *Please answer the following about implementation of PBIS in your SCHOOL. The principal and staff*

- consistently collect discipline data.
- use discipline data to track progress and identify areas in need of intervention.
- consistently use discipline referral processes and procedures throughout the school.

Answer choices:

- Not part of our PBIS process
- No, not yet
- Yes

Chart 20: Percent who answered “yes” when asked about use of a data collection/management system to collect discipline data



All SD public schools are required to enter behavioral and other student-related data on SD Infinite Campus. Districts have the opportunity to use either SWIS or SD Infinite Campus for PBIS behavioral data. Comments provided by administrators on the survey indicate it is more difficult for schools to harvest behavioral data from Infinite Campus. Districts that choose not to use SWIS indicate that it is burdensome to enter behavioral data into two separate systems.

For those districts that subscribe to SWIS, the individual or individuals entering data into the SWIS system **must be trained** by a SWIS certified trainer. On-site or web-based training is available. Three people in the district/school have access to the SWIS account. Data entered into SWIS is considered to be confidential so schools guard the passwords.

Schools are asked to submit a monthly office referral report to Ms. Cain. That report can be generated through SWIS. If the district is not using SWIS, a narrative report is sent to Ms. Cain including of what type of behaviors are noted. Not all school districts comply with this requirement. Data from those monthly reports are not part of this data report. Contact Ms. Cain for additional information about the monthly office referral reports.

The purpose of collecting and recording student behavioral data is for school personnel to analyze and use the data to guide PBIS practices and procedures. It is essential that data is collected, analyzed, and used to make informed decisions; this is a key process of fidelity of practice.

Districts are asked to analyze important data as part of the application for participation in PBIS. The application includes the following explanation about involvement in PBIS:

Considerations and Expectations for Involvement

The South Dakota Department of Education will accept applications from schools/districts to participate in this PBIS initiative. At the onset, schools/districts will be encouraged to review and consider local data, resources, and the commitments outlined in this application in making the decision to participate. Districts and schools must then examine the data and look for trends regarding the following components:

- number of office discipline referrals
- drop-out rate
- limited access to behavioral interventions
- the level of programming available or currently being implemented

Source: http://doe.sd.gov/oess/documents/SPED_PBI_Application.pdf

If schools complete the data review listed above, they have important data collected and analyzed to assist in making programmatic decisions.

Recommendation: PBIS Goal 3: Use a data collection/management system that provides reliable and easily accessible data to assist in evaluation and decision-making.

The use of a reliable and accessible data collection system and the use of data to make programmatic decisions is key to fidelity of practice. It is important that school district personnel understand the practices and processes of data collection and use.

Ms. Cain reports that, even though subscriptions are no longer paid by SD DOE, schools will continue to be encouraged to use SWIS since it is an excellent way to see various data reports which assist in the evaluation of student behaviors and use of data to make decisions about PBIS implementation and to identify students who need additional behavioral support.

It has been reported that SD Infinite Campus may be making improvements to their system that would allow districts easier access to data and an improved method of generating Office Discipline Referral reports.

All districts should comply with the request to submit the office referral report due in April of each year to Ms. Cain. A reporting tool could be developed for use by schools not using SWIS to assure consistency in reporting from all cohort districts. SD DOE could use the data from the office referral reports to plan and deliver additional support to PBIS cohort schools.

End of data related to PBIS Goal 3

PBIS Goal 4: Develop a statewide system of professional development (including trainers and coaches) to support the implementation of PBIS. (SD DOE responsibility)

Finding: PBIS Goal 4 has been partially achieved. Ms. Cain reports that a statewide system of professional development has been developed. DOE currently contracts with three in-state trainers and there are one or more PBIS coaches identified in each district. Beginning with the 2011-2012 school year, SD DOE has contracted with Ms. Pat Hubert, ESA 2, School Improvement and Technology Specialist, East Dakota Educational Cooperative, Sioux Falls, SD, to serve as an assistant coordinator of SD's PBIS initiative. Among her duties will be to guide professional development efforts, provide limited targeted assistance, maintain the SD PBIS wiki, and assist Rebecca Cain coordinate PBIS in SD.

SD DOE initially contracted with four individuals to provide PD and support to PBIS districts. In addition to Pat Hubert, Ruth Fodness and Kari Oyen serve as state-level PBIS trainers. Jody Jackson, who was a state-trainer in the past, is no longer available to serve.

While the State PBIS Plan designates how individuals become PBIS trainers, there is no information included in this report regarding the training those individuals received to earn the designation of state-level PBIS Trainers.

The State PBIS Plan states that *SD DOE will provide initial and follow-up training to PBIS cohort districts*. Several trainings have been offered since the beginning of the PBIS initiative. Those trainings are listed earlier in this report.

One required PBIS training was offered in Sioux Falls, SD in July 2010. Ms. Cain reported that personnel from five of the nine new cohort districts/schools attended the training. There is no data in this report regarding who from which schools participated in the SD PBIS trainings in 2010-2011.

Ms. Cain reported that attendees at the July 2011 training received the same Tier 1 Positive Behavior Support training and curriculum as was used in 2009-2010.

The in-state PBIS Training Team (Ruth Fodness, Pat Hubert, Kari A. Oyen, and Rebecca Cain) provided the training. A copy of the curriculum listed below is included in the 2009-2010 PBIS Data Report - Part C.

Participants were provided with a binder titled, ***PBIS Training Manual***. That manual is available only during training and is not available on SD's DOE website. The ***PBIS Tier 1 Training Manual*** includes the following materials:

PowerPoint Presentations

- Introduction to Positive Behavior Support
 1. Initial Benchmarks of Quality
- Introduction to the Problem-Solving Process
- Teaming
- Developing Expectations and Rules
- Developing a System for Teaching Appropriate Behavior
- Developing a School-Wide Reward System

- Effective Discipline Procedures
 1. Definitions
 2. Office Discipline Referral Forms
 3. Developing a Coherent Office Discipline Referral Process
 4. Developing Effective Responses to Problem Behavior
- Extending SWPBS into Classroom Systems
- Implementing Tier 1 PBS
- Evaluation
- Practicing the Problem-Solving Process
- What to do After the Training

Benchmark of Quality Scoring Form

- Initial School-wide Benchmarks of Quality: Scoring Form

Activities:

- Characteristics of an Ideal Student
- Student Expectations
- Using Data to Identify Rules
- Rules by Setting Matrix
- Sample Lesson Plan for Expectations
- Sample Lesson Plans for Rules
- Reward System Ideas
- Defining Problem Behaviors
- Categorizing Behaviors
- Effective Referral Form
- Referral Process
- Interventions Worksheet
- Classroom Tracking Form
- Getting Faculty Buy-in
- Rolling out PBS
- Secundario Middle School (problem identification and goal statement practice)
- Hypotheses and Prediction Statements
- Creating a Book for Products (Template for drafting district action plan and critical parts of school-wide PBIS process)

Action Planning

- Action Planning Guide Cover Sheet
- Specific Action Plan
 1. PBS Team
 2. Faculty Commitment
 3. Effective Discipline Procedure
 4. Data Entry and Analysis Plan
 5. Expectations and Rules Developed
 6. Rewards/Recognition Program Established
 7. Lesson Plans for Teaching Expectations/Rules Developed
 8. Implementation Plan
 9. Crisis Plan
 10. Evaluation
 11. Classroom PBS
 12. Blank Action Plan

Miscellaneous:

- RtI Triangle
- Working Smarter
- Team Member Roles and Responsibilities
- Coaches' Roles and Responsibilities
- Tier 1 PBS Team Meeting: Database Helpful Hints
- PBS Team Meeting Agenda/Minutes
- PBS Team Meeting Evaluation
- Principles of Behavior ABC Activity
- Basic Principles of Behavior Quiz
- Intrinsic and Extrinsic Reinforcement
- SWIS Referral Form Definitions
- SESIR -SWIS Conversion Sheet (School Environmental Safety Incident Report)
- SWIS-SESIR Incident Definitions
- Example A & B: Office Discipline Referral Forms
- Example C & D: Student Discipline Reports
- Discipline Flow Chart – Sample A & B
- Classroom Infraction Report
- Classroom Behavior Tracking Forms
- School PATH
- School Dream
- Parent Introduction to PBS Letter
- Parent/Child Test your Knowledge
- Sample Teacher Training Agenda
- Sample PBS Implementation Schedules

Basis for survey question about PBIS professional development

Both documents, *SD PBIS State Plan* and the *Application for Participation in PBIS*, include a section on training which says: a **set training curriculum** will be provided to all participating school teams that will include the following components:

1. Systems change that develops system capacity to support and sustain the change needed to produce long-term positive outcomes;
2. Effective disciplinary principles and practices;
3. Data-based decision making and evaluation of instructional strategies and curriculum components; and
4. Application of research-validated instruction and behavior management practices.

The above listing was used to develop a question regarding PBIS professional development.

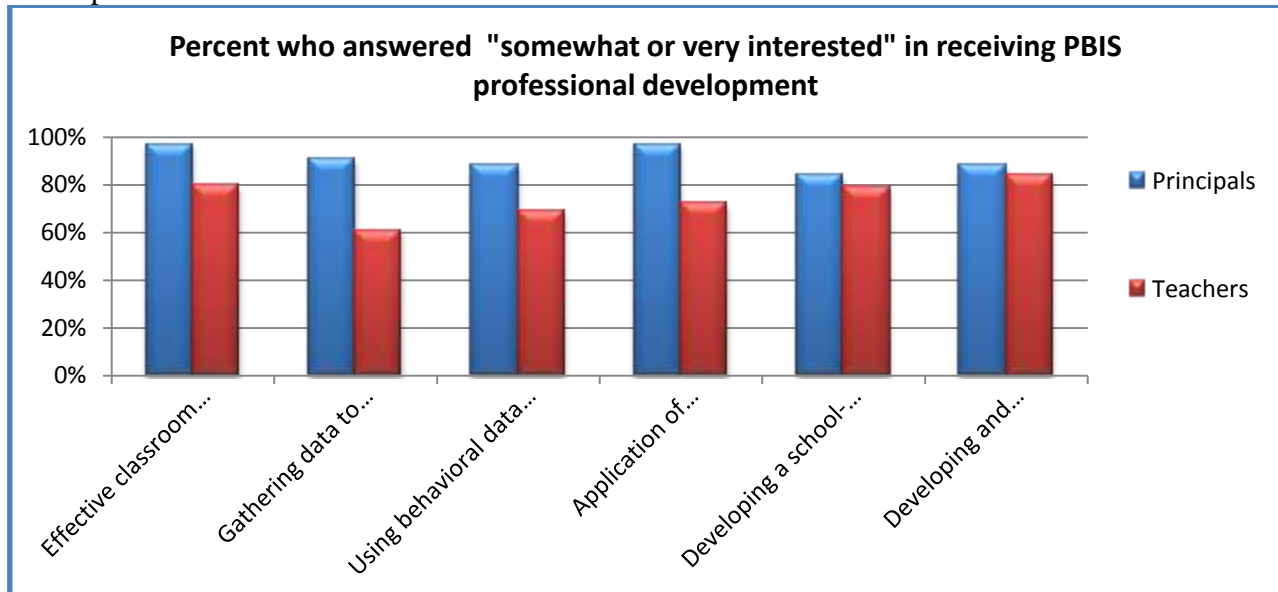
Principals' and teachers' question 14 asked, *Rate your level of interest in the following PBIS professional development.*

1. Effective classroom management principles and practices
2. Gathering data to document and analyze inappropriate behaviors in the classroom
3. Using behavioral data to make instructional, curricular and disciplinary decisions
4. Application of research-validated instruction and behavior management practices
5. Developing a school-wide system for teaching and reinforcing appropriate behavior
6. Developing and implementing consistent responses to problem behaviors throughout the school system

Answer choices:

- Don't need
- Not interested
- Somewhat interested
- Very interested

Chart 21: Percent who answered "somewhat or very interested" in receiving PBIS professional development



2010-2011 PBIS Data Report

Principals' Answers	Don't need	Not interested	Somewhat interested	Very interested
Effective classroom management principles and practices	0.00%	3.10%	37.50%	59.40%
Gathering data to document and analyze inappropriate behaviors in the classroom	3.10%	6.30%	43.80%	46.90%
Using behavioral data to make instructional, curricular and disciplinary decisions	3.10%	9.40%	43.80%	43.80%
Application of research-validated instruction and behavior management practices	0.00%	3.10%	43.80%	53.10%
Developing a school-wide system for teaching and reinforcing appropriate behavior	3.10%	12.50%	18.80%	65.60%
Developing and implementing consistent responses to problem behaviors throughout the school system	3.10%	9.40%	28.10%	59.40%

Teachers' Answers	Don't need	Not interested	Somewhat interested	Very interested
Effective classroom management principles and practices	5.50%	14.80%	56.30%	23.50%
Gathering data to document and analyze inappropriate behaviors in the classroom	6.60%	32.80%	48.10%	12.50%
Using behavioral data to make instructional, curricular and disciplinary decisions	5.70%	25.30%	50.80%	18.20%
Application of research-validated instruction and behavior management practices	4.80%	23.00%	53.50%	18.70%
Developing a school-wide system for teaching and reinforcing appropriate behavior	5.20%	15.90%	49.40%	29.40%
Developing and implementing consistent responses to problem behaviors throughout the school system	3.90%	12.10%	48.50%	35.50%

Recommendation: PBIS Goal 4: Develop a statewide system of professional development (including trainers and coaches) to support the implementation of PBIS

Initial and ongoing professional development is crucial to the implementation of PBIS with fidelity. The survey indicates varying degrees of interest in professional development on key components of PBIS. It is critical that professional development be continued and that systems are in place to assure all staff receives the training necessary to understand and assist in the consistent and sustained application of PBIS process and procedures.

Additionally, staff changes at all levels create challenges to the efficient flow of PBIS information and understanding. **A system of professional development needs to be created at the local-level and supported at the state-level to provide professional development to incoming staff.**

End of data related to PBIS Goal 4

PBIS Goal 5: Incorporate PBIS with coursework offered through institutions of higher education. (SD DOE responsibility) **Note:** This goal was omitted from the March 2011 edition.

Finding: There is insufficient data to draw conclusions determination about the extent to which SD DOE has impacted the incorporation of PBIS with coursework offered through institution of higher education. Since this goal has been removed from the document, SD DOE personnel spent no time working toward the goal and no time was spent gathering data.

It was an annual practice for Ms. Cain to send letters to the departments of education at all South Dakota universities offering to discuss PBIS with upper level students majoring in education. Ms. Cain reported that the only university to accept the invitation was Dakota State University at Madison, SD. Ms. Cain met with students during one class period to discuss the SD PBIS initiative.

The letter was not sent to universities in 2011 but a copy of the letter template is included in Part C of the 2010 PBIS Data report.

In an attempt to determine how principals and teachers perceive the level of training received at the university level, they were asked:

- Teacher question 9, *How well did university coursework prepare you in the following areas of classroom management?*
- Principals' question 9, *How well did university coursework prepare new teachers in the following areas of classroom management?*
 1. Developing and sustaining positive relationships with students
 2. Creating and managing a positive, productive classroom climate
 3. Creating and sustaining a safe and orderly classroom
 4. Developing positive discipline plans
 5. Establishing and enforcing classroom rules and procedures
 6. Establishing and using consequences
 7. Managing student behavior
 8. Dealing with misbehaviors
 9. Managing instructional time
 10. Developing regular classroom routines
 11. Managing administrative tasks, transitions and interruptions
 12. Setting up and managing classroom space

Answer choices:

- Not well prepared
- Minimally prepared
- Adequately prepared
- Very well prepared

Teachers indicated the two areas in which they felt **most prepared** was in

1. developing regular classroom routines
2. managing instructional time

Teachers also indicated the two areas in which they **felt least** prepared were

1. developing positive discipline plans
2. dealing with misbehaviors

Principals indicated the two areas in which new teachers were **most** prepared was in

1. managing instructional time
2. developing regular classroom routines

Principals also indicated the two areas in which new teachers were **least** prepared were

1. dealing with misbehaviors
2. developing positive discipline plans

Teachers: How well did university coursework prepare you for classroom management?

Teachers' Answers	Not well prepared	Minimally prepared	Adequately prepared	Very well prepared
Developing and sustaining positive relationships with students	6.60%	31.20%	45.30%	16.90%
Creating and managing a positive, productive classroom climate	5.90%	24.40%	51.90%	17.80%
Creating and sustaining a safe and orderly classroom	5.00%	26.90%	50.10%	18.00%
Developing positive support plans	8.70%	41.00%	38.00%	12.30%
Establishing and enforcing classroom rules and procedures	4.80%	31.20%	47.60%	16.40%
Establishing and using consequences	7.50%	37.10%	41.70%	13.70%
Managing student behavior	8.20%	38.30%	39.20%	14.40%
Dealing with misbehaviors	10.50%	45.60%	31.90%	12.10%
Managing instructional time	3.90%	20.30%	56.50%	19.40%
Developing regular classroom routines	3.90%	19.40%	55.40%	21.40%
Managing administrative tasks, transitions and interruptions	7.30%	39.00%	41.90%	11.80%
Setting up and managing classroom space	6.60%	29.40%	48.30%	15.70%

Principals: How well prepared are NEW TEACHERS in your school in the following areas of classroom management?

Principals' Answers	Not well prepared	Minimally prepared	Adequately prepared	Very well prepared
Developing and sustaining positive relationships with students	6.30%	31.30%	56.30%	6.30%
Creating and managing a positive, productive classroom climate	3.10%	37.50%	53.10%	6.30%
Creating and sustaining a safe and orderly classroom	6.30%	28.10%	59.40%	6.30%
Developing positive support plans	6.30%	53.10%	37.50%	3.10%
Establishing and enforcing classroom rules and procedures	6.30%	31.30%	56.30%	6.30%
Establishing and using consequences	9.40%	34.40%	53.10%	3.10%
Managing student behavior	9.40%	40.60%	43.80%	6.30%
Dealing with misbehaviors	12.50%	37.50%	43.80%	6.30%
Managing instructional time	3.10%	15.60%	75.00%	6.30%
Developing regular classroom routines	6.30%	21.90%	62.50%	9.40%
Managing administrative tasks, transitions, and interruptions	6.30%	31.30%	56.30%	6.30%
Setting up and managing classroom space	6.30%	21.90%	65.60%	6.30%

Recommendation: PBIS Goal 5: Incorporate PBIS with coursework offered through institutions of higher education.

Even though this goal has been omitted from the SD PBIS State Plan, it would be beneficial to upper level students majoring in education to be knowledgeable about the “key elements” of PBIS. how PBIS is implemented with fidelity. Such knowledge would provide graduating students with an understanding of behavioral interventions and supports and would provide a firm foundation for classroom management.

Even though the goal has been omitted from the SD PBIS initiative, South Dakota DOE and state-level PBIS staff could continue to communicate with the departments of education at South Dakota institutions of higher education. The SD Board of Regents could consider recommending the addition of PBIS information to teaching curriculum within teacher education coursework.

University instructors could be invited to professional development trainings to gain a greater understanding of the whole of the initiative.

It may be beneficial to reference data from the PBIS survey when meeting with university personnel.

End of data related to PBIS Goal 5

PBIS Goal 6: Attain PBIS political recognition and support. Note: This goal was omitted from the March 2011 edition.

Since this goal was removed in March 2011, SD DOE personnel spent no time working toward the goal. Survey questions do reflect some perception data related to goal six. Research indicates that when implemented with fidelity, PBIS has a positive outcome on behaviors in schools and communities. Therefore, recognition and support at the state, district, school and community level is a probable outcome of PBIS. The data that follows is related to PBIS Goal 6.

It is important to note, however, that there are several levels of political recognition and support for PBIS: federal, DOE/state, school district and community level. Attaining political recognition and support for PBIS in South Dakota remains important for state-wide implementation, systemic change, and long-term sustainability. Planning and action steps would be necessary to work toward the attainment of political recognition and support at each level.

Federal level recognition and support: Positive behavior and support is part of the Federal IDEA Act of 1997- Individuals with Disabilities Education Act

According to IDEA '97, PBS is the recommended form of intervention for dealing with challenging behavior in children with disabilities. Failure to implement IDEA, due to a lack of incentives or negative attitudes toward children with challenging behaviors by administrators, policy makers and school personnel, is unacceptable. Students should *not* be excluded from school based solely upon inappropriate social behavior. Appropriate services can readily address and modify many of these behaviors, leading to more positive outcomes than simple punishment. (Source: NASP Fact Sheet - http://www.nasponline.org/resources/factsheets/pbs_fs.aspx)

State level legislative support:

While there is no evidence of continued support or a high level of understanding about South Dakota's PBIS plan, legislation was passed supporting positive behavioral interventions and supports for special education students.

South Dakota Legislature Administrative Rules:

<http://legis.state.sd.us/rules/DisplayRule.aspx?Rule=24:05:27:01.02>

24:05:27:01.02. Development, review, and revision of individualized education program. In developing, reviewing, and revising each student's individualized education program, the team shall consider the strengths of the student and the concerns of the parents for enhancing the education of their student, the results of the initial or most recent evaluation of the student, the academic, developmental, and functional needs of the student.

The individualized education program team also shall:

(1) In the case of a student whose behavior impedes his or her learning or that of others, **consider the use of positive behavioral interventions and supports** and other strategies to address that behavior;

Source: 26 SDR 150, effective May 22, 2000; 32 SDR 41, effective September 11, 2005; 33 SDR 236, effective July 5, 2007.

General Authority: SDCL 13-37-1.1.

Law Implemented: SDCL 13-37-1.1

SD Department of Education support:

Individuals from the Department of Education have provided information to various stakeholder groups. There is no evidence to support a high level of understanding about PBIS among SD DOE leaders or staff members other than personnel within the Office of Educational Services and Support. Funding necessary to support state-wide implementation of PBIS is an important consideration. Resistance among some departments may be anticipated especially if decisions impact the way funding is distributed among state-supported projects.

During the 2010-2011 school year, Rebecca Cain, PBIS coordinator and Alicia Schoenhard, RtI coordinator made a concerted effort to provide SD DOE staff with information about the benefits of both initiatives and the positive impacts on students both academically and behaviorally.

District and community recognition and support:

It is the responsibility of the local PBIS district/school level teams to keep district personnel informed about PBIS processes and practices. The SD PBIS State Plan 2006 and 2011 editions state that Administration (superintendent and principal(s)) will demonstrate 100% and at least 80% of all school staff buy-in for PBIS implementation.

It is critical that lines of communication be developed and maintained with the district superintendent. The superintendent should provide information to the school board and key community-level leaders. PBIS information shared with all entities by school-level teams should be with the support and agreement of the district superintendent.

Superintendents' question 3, principals' and teachers' question 2, and other educators' question 3 asked, *Please rate your level of agreement regarding DISTRICT commitment to PBIS. Select the answer that most accurately reflects your perception.*

- The school board demonstrates support for PBIS implementation.
- The superintendent demonstrates support for PBIS implementation.
- The building principal(s) demonstrate support for PBIS implementation.
- 80% or more of the school staff demonstrates support for PBIS implementation.

Answer choices for superintendents and principals

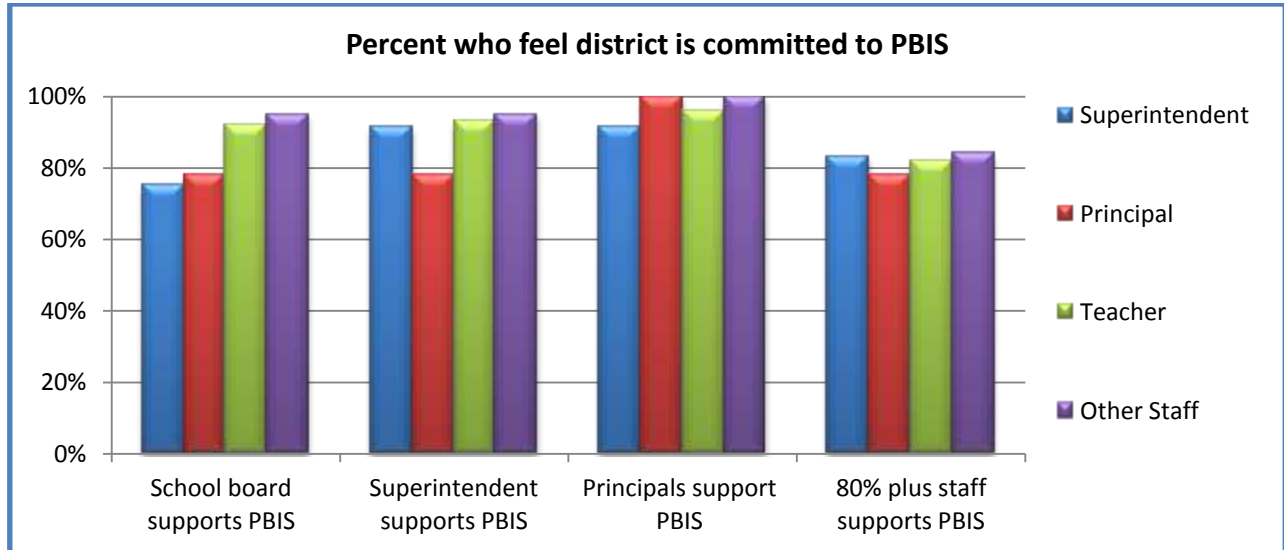
- Not part of school's
- PBIS process
- No, not yet
- Yes

Answer choices for teachers and other educators:

- Strongly disagree
- Disagree
- Agree
- Strongly agree

Note: The chart reflects superintendents and principals who selected, "yes" and teachers and educators who selected "agree or strongly agree."

Chart 22: Percent who feel district is committed to PBIS



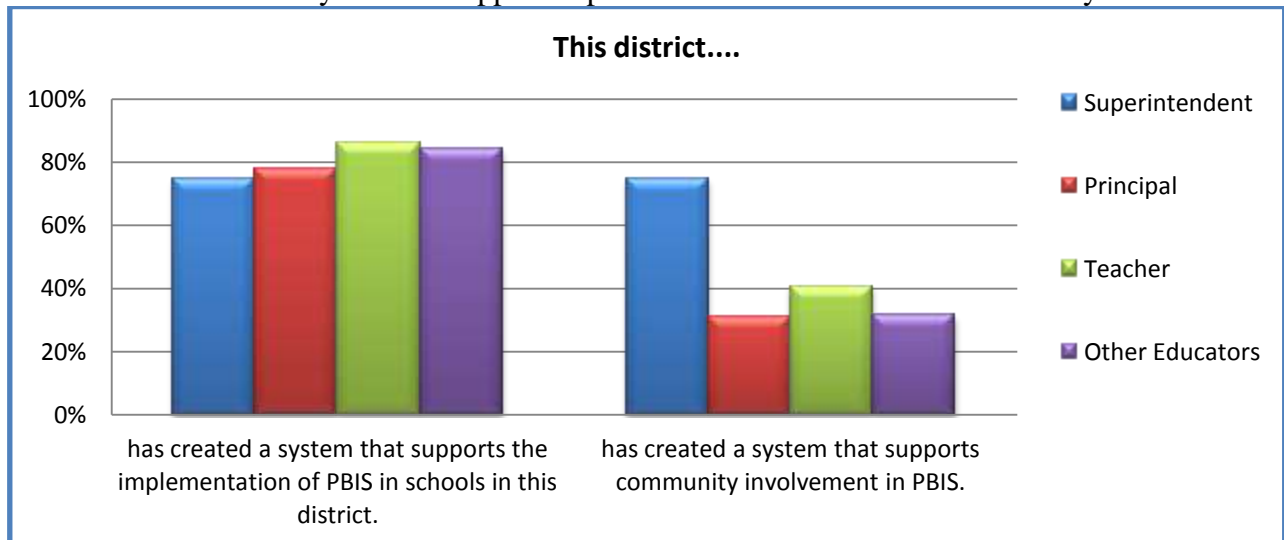
Superintendents' question 4 and principals', teachers' and other educators' question 3 asked, *Please answer the following about implementation of PBIS in your DISTRICT. This district ...*

- has created a system that supports the implementation of PBIS in schools in this district.
- has created a system that supports community involvement in PBIS.

Answer choices

- Not part of school's
- PBIS process
- No, not yet
- Yes

Chart 23: Creation of systems to support implementation in schools and community involvement.



Recommendation: PBIS Goal 6: Attain PBIS political recognition and support.

Since the goal has been omitted, there is no need to make a recommendation. If gaining political recognition and support becomes necessary in the future, it would be important for SD DOE to develop a plan of action to share with DOE department heads and staff. Data indicating the impact of PBIS on districts, schools, and communities could be shared with legislators and the SD Board of Education.

Personnel changes at all levels create challenges to the understanding and support of PBIS. Plans could be developed to make sure new leaders at the state and district-level are informed and supportive. Continued communication at all levels would be necessary to keep key people informed about the processes, procedures and outcomes of PBIS.

State and district level staff could be directed to the PBIS Technical Assistance Center (www.pbis.org) for valuable information about increasing community support. **Information from that website follows:**

Positive Behavior Support and Community (Since most school personnel in the 2010-2011 survey indicated that community support has not been well developed, this site would provide important information.)

Community support is vital to the sustainability of Positive Behavioral Interventions and Supports. Local resources such as: 1) political support, 2) business investment, and 3) media coverage are crucial to self-sustaining capacity building within each district.

Political Support

Education is a vital cog to any community. Quality education creates high caliber employees, college students, supporters, and consumers. The support of PBIS by any community's political leaders ensures the continued ability of the school to decrease office discipline referrals; which gives educators a classroom atmosphere where learning is the number one activity.



As the graphic above indicates, political supports is one the three key components to ensure district leadership teams have the support necessary to train, coach, and evaluate the local schools for continued success.

How does a school achieve political support for Sw-PBIS? Invite politicians to school events. Have student PBIS team leaders walk the politician around the school pointing out the 3-5 behavioral expectations, the matrix of behavioral teaching examples, the gotcha program, and discuss how each behavior was taught to the entire school. Have the students talk about what a difference Sw-PBIS has meant to them.

Keeping politicians informed assists with legislation like the "Positive Behavior for Effective Schools Act" in the US Senate (S.2111), which is companion legislation to H.R.3407. **S.2111 Title:** A bill to amend the Elementary and Secondary Education Act of 1965 to allow State educational agencies, local educational agencies, and schools to increase implementation of early intervention services, particularly school-wide positive behavior supports.

Business Investment

Business support can provide the impetus for parental involvement and political support by bestowing schools with recognition in many ways. Here are a few ideas utilized by some current SW-PBIS schools:

- Celebration night at a local restaurant for all students who received 35 “gotchas” in a month. Students bring in gotcha tickets and family receives one entree free. (A gotcha is a ticket for caught being good.)
- Grocery store chooses one student per week from gotcha drawing to serve as an apprentice on Saturday at the grocery store.
- A company that changes oil in cars gives out letters for the school to send out to exemplar students giving the parents 15% off their next oil change.
- Art fair night hosted by local restaurants who serve samples of their food to visitors. The highlighted artists are students who earned a certain number of “gotchas” in a given period.
- Discount cards donated by restaurants, book stores, discount stores, grocery stores, etc. earned for receiving a predetermined number of “gotchas.”
- Teacher supply store, discount store, and book store discounts or gift certificates for educator motivation prizes for giving out the most gotcha tickets.

How can schools procure business support? Invite business owners to visit the schools, visit the Rotary Club and talk about success stories in the schools, invite businesses to the SW-PBIS stakeholder group, and when visiting the business mention the program and ask for support.

Media Coverage

Positive media coverage can assist political, parental, business and community support. A press release template is available in Microsoft Word and can be used to notify newspapers, television, and radio stations for coverage of SW-PBIS events. Make media coverage a responsibility of one of the PBIS leadership team members. Local media stations have fax lines available for press releases. Source: <http://www.pbis.org/community/default.aspx>

End of data related to PBIS Goal 6: Attain PBIS political recognition and support.

End of Findings and Recommendations for Immediate Goals

PBIS Outcomes

The SD PBIS State Plan states on page 3, “As schools and districts implement systems and strategies of PBIS, they are expected to attain **both immediate and long-term outcomes**.” A listing of immediate and long-term outcomes follows:

Immediate Outcomes – those things that are expected to result soon after PBIS is implemented and continue to be evident as PBIS is sustained over time. An increase in:

- Immediate Outcome 1: Appropriate behavior
- Immediate Outcome 2: Student achievement
- Immediate Outcome 3: Parent/guardian satisfaction and positive reports about their child’s school as reflecting a safe environment
- Immediate Outcome 4: Feelings of safety and positive environments in schools
- Immediate Outcome 5: Involved community partners
- Immediate Outcome 6: Use of data in making programmatic decisions

Long-term Outcomes – those effects that are expected over time as PBIS is implemented in many schools and communities. These effects are more difficult to show a direct causal relationship and yet PBIS is expected to play a contributing role.

- Long-term Outcome 1: An increase in the graduation rates across South Dakota
- Long-term Outcome 2: A decrease in the number of students placed in out of district placements due to behavior issues
- Long-term Outcome 3: An increase in the positive behaviors exhibited by students in the community
- ~~Long-term Outcome 4: An increase in the number of functional systems of support* in communities~~ (This goal was omitted from the March 2011 revision.)

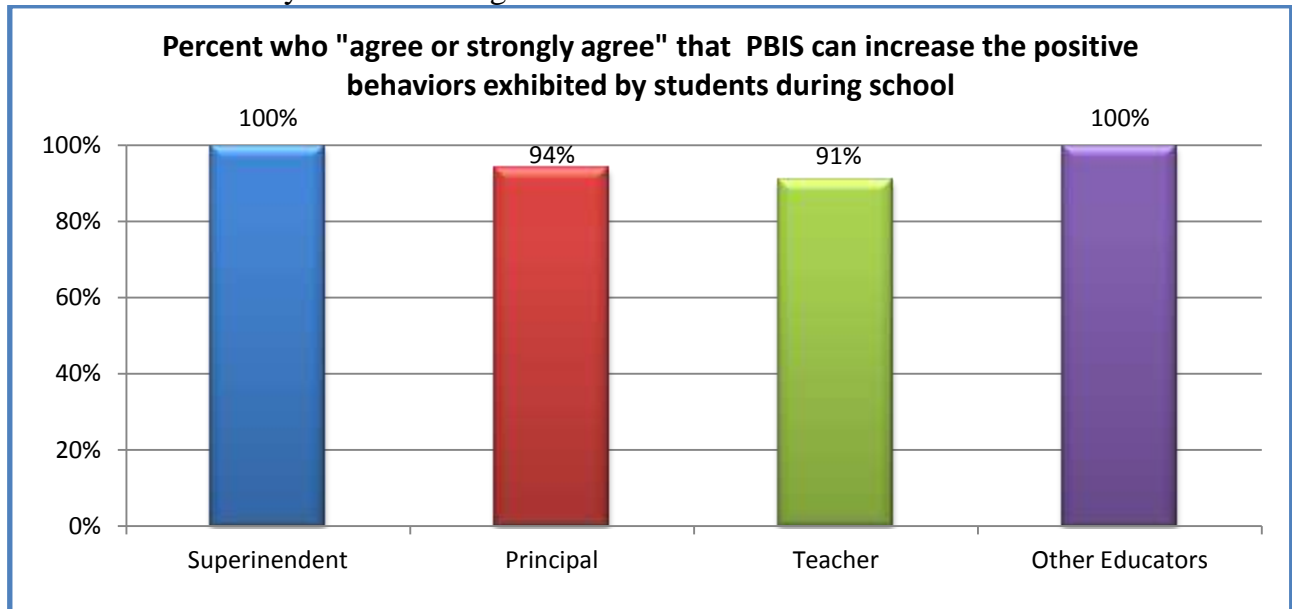
Data related to the immediate outcomes at the district and school-level follow:

Immediate Outcome 1: An increase in appropriate *student* behavior (For related data, see Critical Question 2: What changes in behavior are evident where PBIS is implemented?)

Finding: While there is insufficient data to draw a definitive conclusion, a percentage of administrators and teachers believe that implementation of PBIS will increase the number of students who behave appropriately during school and when in the community.

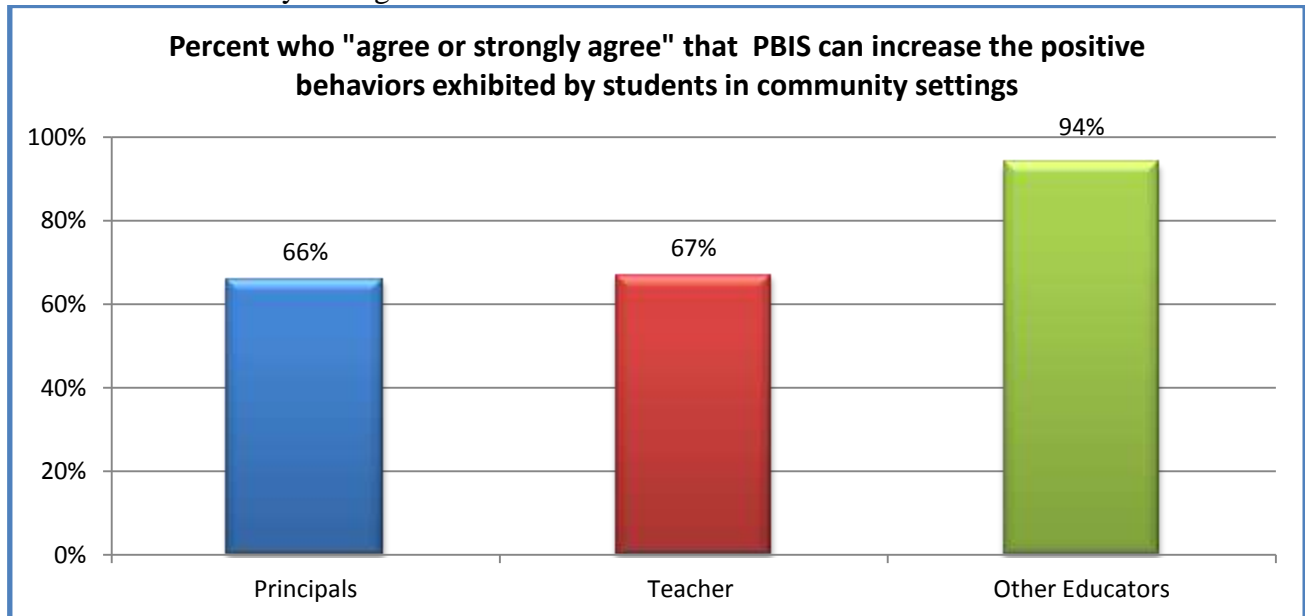
Superintendents’ question 7, principals’ and teachers’ question 6, and other educators’ question 5 asked, *Please rate your level of agreement with the LONG-TERM impacts PBIS may have on your school and community. I believe implementing PBIS with fidelity will ...* increase the positive behaviors exhibited by students during school.

Chart 24: Percent who “agree or strongly agree” that PBIS can increase the positive behaviors exhibited by students during school



The same question asked principals, teachers and other educators if implementing PBIS with fidelity would increase positive behaviors exhibited by students in the community.

Chart 25: Percent who “agree or stongly agree” that PBIS can increase positive behaviors by students in community settings



Superintendents were not asked the question about behavior in the community setting.

Recommendation: Immediate Outcome 1: An increase in appropriate *student* behavior

An increase in appropriate student behavior is central to PBIS. Research indicates that when implemented with fidelity, PBIS can have an impact on student behavior in school and the community. Parent and community support is very important thus actions to involve parents, families and community members are an important element to implementation with fidelity.

Behavioral and implementation data should continue to be collected and analyzed at the school and state-level. State-wide comparisons could be made in student behavioral data in those schools implementing PBIS and those schools that are not.

School-level data should be reported to state-level staff. A tool for reporting increases in appropriate student behaviors could be developed and used for consistency in reporting among project schools across the state. On-line survey questions could be developed to collect more specific perception data related to changes in appropriate student behaviors at the school-level.

Data should inform state-level planning for professional development and targeted assistance.

End of data related to Immediate Outcome 1

Immediate Outcome 2: An increase in student achievement (For related data, see Critical Question 3: What changes in academic performance are evident where PBIS is implemented?)

Finding: While there is insufficient data to draw a definitive conclusion, a percentage of administrators and teachers indicate that implementation of PBIS has had some impact on increasing academic engagement time and increased student achievement.

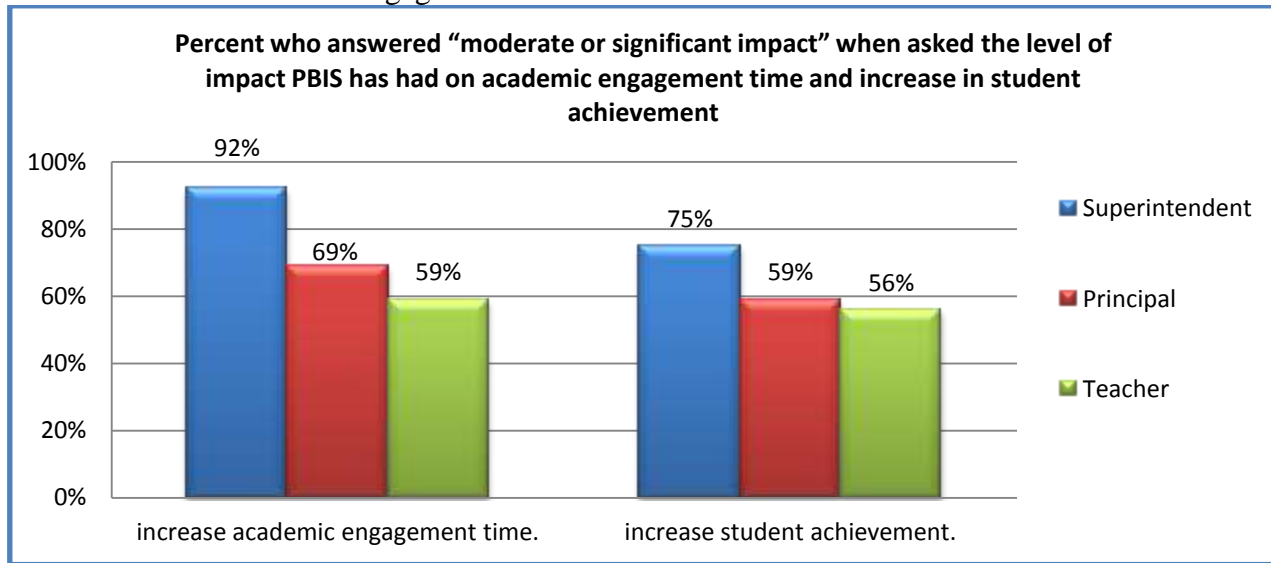
Superintendents' question 6 and principals' and teachers' question 5 asked, *What does classroom data tell you about the impact PBIS has had on classrooms in your school?* Data indicates that *PBIS processes in this school have helped....*

- Increase academic engagement time
- Increase student achievement

Answer choices

- No impact
- Limited impact
- Moderate impact
- Significant impact

Chart 26: Percent who answered “moderate or significant impact” when asked the level of impact PBIS has had on academic engagement time and increase in student achievement



Recommendation: Immediate Outcome 2: An increase in student achievement

It may be difficult to make a direct link between changes in academic achievement and any behavioral program. **It is important, however, to collect and analyze Dakota STEP and other student achievement data at the school level to determine what, if any, changes occur over time after PBIS is in place.**

A tool for reporting changes in academic performance could be developed for consistency of reporting. Fidelity of practice should be noted and reported. More specific survey questions could be developed to collect perception data related to changes in academic performance.

End of data related to Immediate Outcome 2

Immediate Outcome 3: An increase in parent/guardian satisfaction and positive reports about their child’s school as reflecting a safe environment. (For related data, see Critical Question 3: “Do families perceive PBIS as feasible and helpful” and Critical Question 4: “Have schools create/maintained positive learning environments since implementing PBIS?”)

Finding: **No data was collected from parents/guardians to gauge whether they feel their child’s school reflects a safe environment.** None of the critical evaluation questions specifically speaks to school being a safe environment. Critical Question 3 asks: “Have schools created and maintained positive learning environments?” Perception data noted in Critical Question 4 indicates that administrator and teacher data believe that PBIS will increase the number of parents/guardians who feel their child’s school is safe and has a positive environment.

During a discussion about this outcome in 2010, Rebecca Cain indicated that PBIS teams prepare parent communication plans while at PBIS trainings. It is the district's responsibility to utilize those plans and maintain communication with parents/families. Ms. Cain indicated that districts will be asked for information about parent/family communications on the reporting forms already in use. None of that data is reflected in this report. A few samples of PBIS communication sent to parents and some samples of school newsletter articles about PBIS within the district and school. Those are included in a separate binder titled PBIS Data Report Part C: Artifacts and Evidence.

Recommendation: Immediate Outcome 3: An increase in parent/guardian satisfaction and positive reports about their child's school as reflecting a safe environment

As stated in Critical Question 4, a significant premise of PBIS is that students are free to learn in a safe and positive environment. Research supports that premise. Based on Dr. Robert Marzano's meta-analysis of 35 years of research on effective schools, a safe and orderly school environment is among the top five school factors influencing student achievement.

Dr. Marzano states in his book, *What Works in Schools, Translating Research into Action*, pg. 53, "if students do not feel safe, they will not have the necessary psychological energy for learning. Many studies have singled out a safe and orderly environment as critical to academic achievement.

National reports and news articles relate parent/guardian concerns about safe school environments. Increasing attention is paid to the cost of bullying to students and teachers. The

The state PBIS data collection team should prepare and distribute a Parent/Guardian survey to gather data related to this outcome.

More attention could be given to anti-bullying within a PBIS program at the district and school-level. PBIS.org is an important resource to state and district level staff in incorporating anti-bullying interventions into PBIS activities.



Source: http://www.pbis.org/pbis_resource_detail_page.aspx?PBIS_ResourceID=785

An example of a bully prevention manual available free of charge through PBIS.org is the following.



Source: http://www.pbis.org/common/pbisresources/publications/bullyprevention_ES.pdf

The district PBIS team should revisit parent/family communication plans and implement them. Administrative level staff should be responsible for assuring review, revision and implementation of the communication plans. Records should be maintained and data collected and analyzed regarding parent/guardian satisfaction and positive reports about their child's school as reflecting a safe environment. Schools could gather pre and post year data regarding parent/guardian data via local surveys.

School-level data should be reported to state-level staff. A specific tool to report parent/guardian satisfaction should be developed for consistency of reporting. Fidelity of practice should be noted and reported. On-line survey questions could be developed to collect more specific perception data from school personnel related to parent/guardian satisfaction with safe school environment.

There may also be an advantage to work with the ***South Dakota Parent Connection (SDPC) and SD State Parent Resource Network*** to disseminate information about the SD PBIS initiative.

The mission of South Dakota Parent Connection (SDPC) is to connect families caring for children (birth to 26) with the full range of disabilities or special health care needs to information, training and resources in an environment of support, hope and respect. Source: <http://www.sdparent.org>

SDPRN is a Parent Information and Resource Center funded through a discretionary grant from the US Department of Education, Office of Innovations and Improvements. Established in 1995, SDPRN provides information and training to effectively engage families in the education success of children. Source: <http://www.sdpir.org>

End of data related to Immediate Outcome 3

Immediate Outcome 4: An increase in feelings of safety and positive environments in schools
(For related data, see Critical Question 4: *Have schools create/maintained positive learning environments since implementing PBIS?*)

Finding: Immediate Outcome 4:

There is insufficient data to draw a conclusion about an increase in feelings of safety and positive environments in PBIS schools, but a percentage of survey participants perceive PBIs will impact school environment.

No data was collected from students or parents to gauge whether they feel their school is safe and has a positive environment.

As stated in Immediate Outcome 3, nationally and in most communities, school staff, parents and students are concerned about safety and positive environments in school.

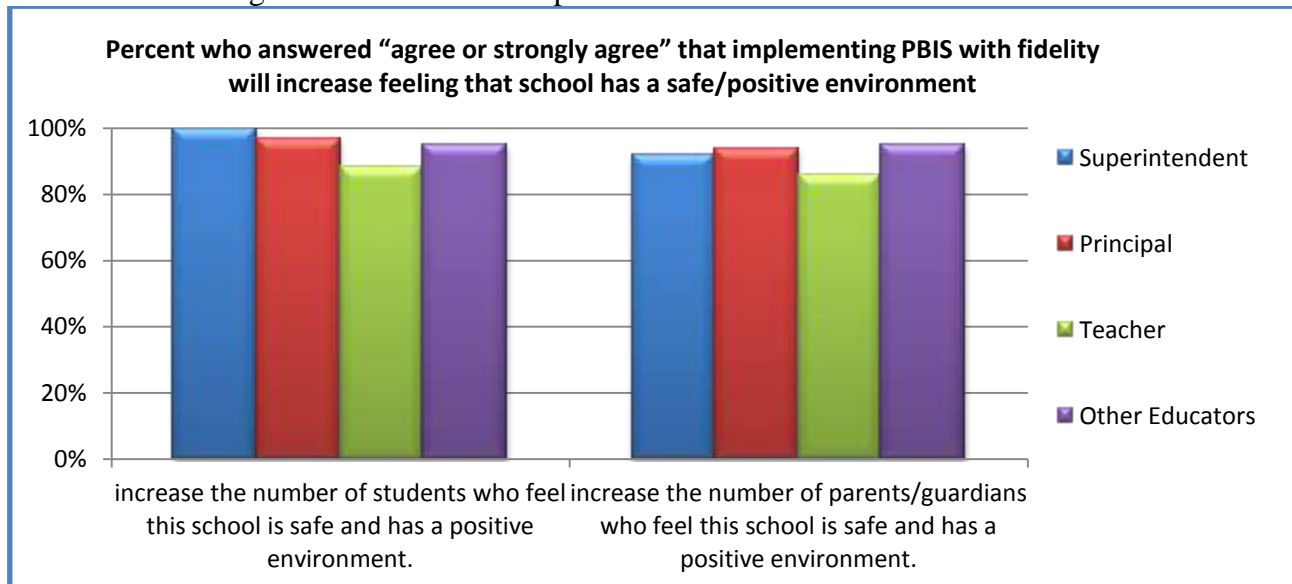
Superintendents question 8 and principals', teachers' question 7, and other educators' question 6 asked, *Please rate your level of agreement with the SHORT-TERM, sustainable impacts PBIS may have on your school and community. I believe implementing PBIS with fidelity will*

- increase the number of students who feel this school is safe and has a positive environment.
- increase the number of parents/guardians who feel this school is safe and has a positive environment.

Answer choices

- Strongly disagree
- Disagree
- Agree
- Strongly agree

Chart 27: Percent who answered “agree or strongly agree” that implementing PBIS with fidelity will increase feeling that school has a safe/positive environment



Recommendation: Immediate Outcome 4: An increase in feelings of safety and positive environments in schools

The state PBIS data collection team should prepare and distribute a student survey to gather data regarding their perception of the school being a safe and positive environment. Parents/guardians should also be surveyed to determine their perceptions about school environment.

Survey questions should also be designed that specifically ask school personnel about whether they perceive their district and school as being a safe place with a positive learning environment for students and a safe and positive working environment for staff.

As with other related outcomes, school-level data should be collected, analyzed and used for programmatic decisions. School and district-level data should be reported to state-level PBIS staff. A specific tool to report feelings of safety and positive environments in schools could be developed for consistency of reporting. Fidelity of practice should be noted and reported. On-line survey questions could be developed for schools new to PBIS to collect perception data over time related to an increase in feelings of safety and positive environments in schools pre and post implementation.

End of data related to Immediate Outcome 4

Immediate Outcome 5: An increase in involved community partners

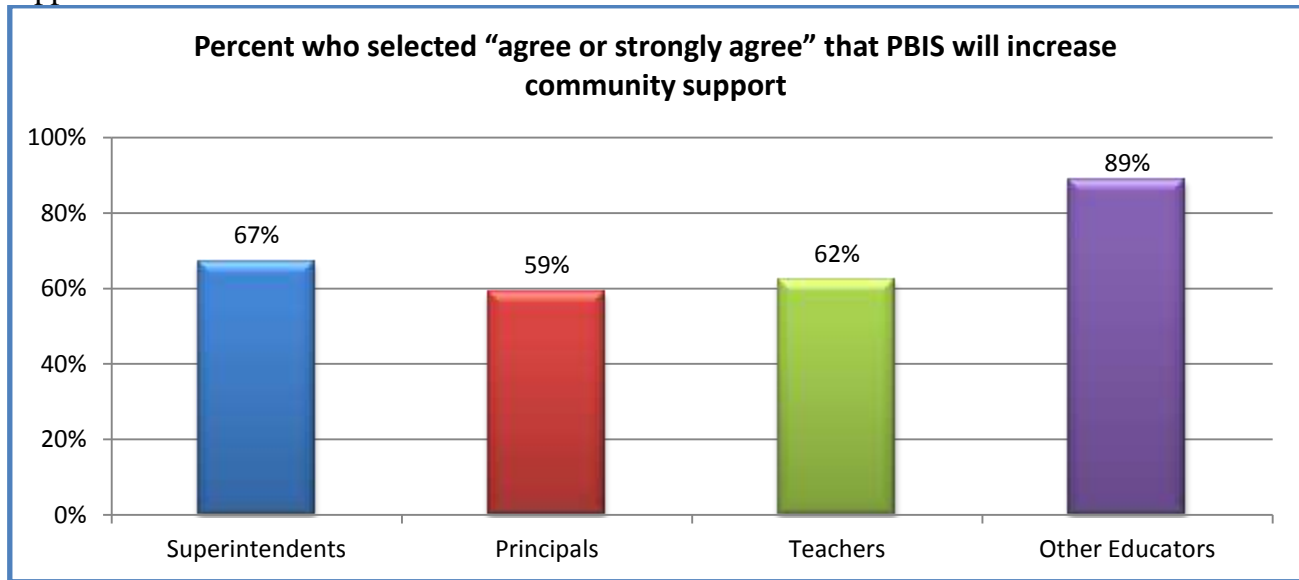
Finding: **There is insufficient data to draw conclusion about an increase in involved community partners.** (For related data, see PBIS Goal 1: *Create local systems that support and sustain implementation of PBIS in school and community settings.*)

Superintendents' question 7, principals' and teachers' question 6, and other educators' question 5 asked, *Please rate your level of agreement with the LONG-TERM impacts PBIS may have on your school and community. I believe implementing PBIS with fidelity will...increase community support.*

Answer choices

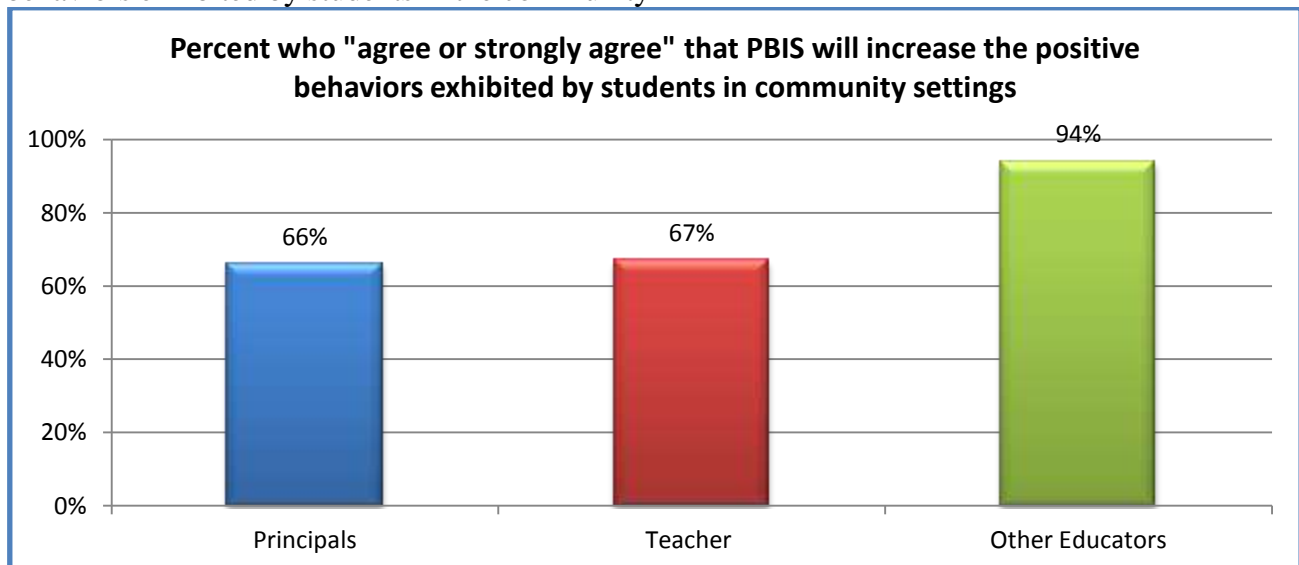
- Strongly disagree
- Disagree
- Agree
- Strongly agree

Chart 28: Percent who selected “agree or strongly agree” that PBIS will increase community support



Since an increase in positive behaviors exhibited by students in the community may lead to increased community support, school personnel were asked a survey question about student behaviors. Principals’ and teachers’ question 6, and other educators’ question 5 asked, *The same question asked, Please rate your level of agreement with the LONG-TERM impacts PBIS may have on your school and community. I believe implementing PBIS with fidelity will...increase the positive behaviors exhibited by students in the community.*

Chart 29: Percent who selected “agree or strongly agree” that PBIS will increase the positive behaviors exhibited by students in the community



Recommendation: Immediate Outcome 5: An increase in involved community partners

Understanding and support from parents, school staff, and community leaders is key to sustained PBIS. A worthy goal of any PBIS initiative is to have students internalize positive behaviors and use those behaviors beyond the walls of home and school. An expected outcome of implementation with fidelity and a deliberate involvement of the community at large would be a positive impact on school/community relations and support.

To gather data, school districts could survey community leaders regarding their understanding and support of PBIS. The locally-collected data could be used to determine local initiatives to increase community support. State-level guidance could be provided to district PBIS teams as they plan efforts to gain community support. For information about increasing community support, go to PBIS Technical Assistance Center at <http://www.pbis.org/community/default.aspx> (Reference PBIS Goal 6: *Attain PBIS political recognition and support*, for additional information.)

End of data related to Immediate Outcome 5

Immediate Outcome 6: An increase in the use of data in making programmatic decisions (For related data, see PBIS Goal 3: *Use a data collection/management system that provides reliable and easily accessible data to assist in evaluation and decision-making.*)

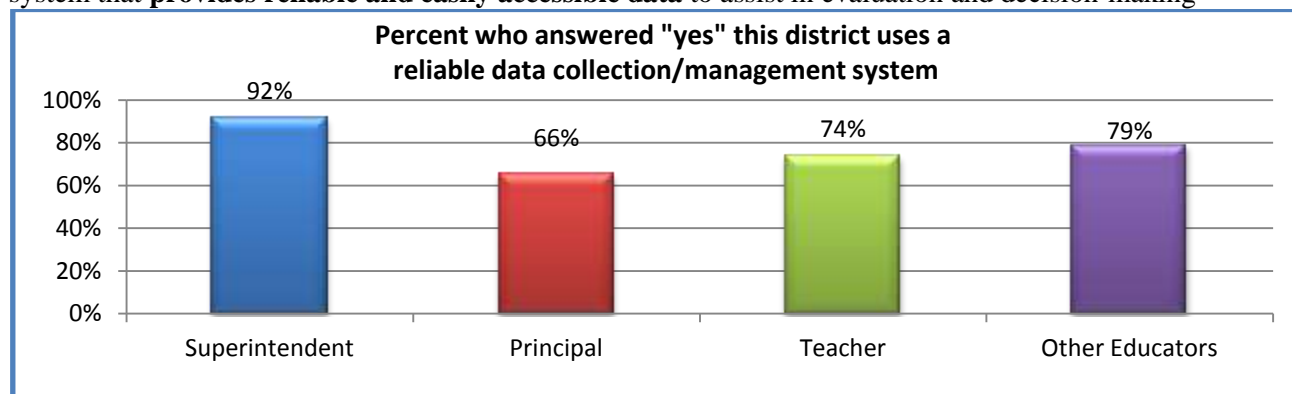
Finding: **There is insufficient data to draw conclusions about attainment of Immediate Outcome 6.** While most staff indicates the use of a reliable data collection/management system is emerging, there is not enough data to indicate the extent to which data is used to evaluate and make programmatic decisions.

Superintendents' question 4, Principals' and teachers', and other educators' question 3 asked, "*Please provide the answer that most accurately reflects your PERCEPTION of the implementation of PBIS in your DISTRICT. This district...uses a data collection/management system that provides reliable and easily accessible data to assist in evaluation and decision-making.*"

Answer choices:

- Not part of our PBIS process
- No, not yet
- Yes

Chart 30: Percent who answered "yes" when asked if this district uses a data collection/management system that **provides reliable and easily accessible data** to assist in evaluation and decision-making



Recommendation: Immediate Outcome 6: An increase in the use of data in making programmatic decisions

Some district personnel report that entering student behavioral data into two separate systems is burdensome. South Dakota school districts are required to enter student behavioral data into SD Infinite Campus, but report that data is not easily accessible to schools.

South Dakota DOE recommends the use of SWIS, a program designed by the University of Oregon specifically for the collection of behavioral data for evaluation and decision-making purposes. **Even though SD DOE discontinued paying for the \$250 subscription to SWIS for the first three years of PBIS implementation, schools may reconsider subscribing to and utilizing SWIS since the data is more manageable and accessible**

Rebecca Cain, SD PBIS coordinator, indicated that SD Infinite Campus may make revisions to their data collection system to make report generation and data more accessible.

No matter what data collection system is used, **PBIS teams should make a concerted effort to use student behavioral data to make programmatic decisions on a regular, planned basis. The fidelity of this practice should be reported to state-level PBIS staff. A specific tool to report those practices should be developed. Fidelity of practice should be noted and reported. On-line survey questions should be developed to collect specific data related the use of data in making programmatic decisions.**

End of data related to Immediate Outcome 6

End of Immediate Outcome Findings and Recommendations

Long-term Outcomes:

The SDPBIS state plan specifically states, *Long-term Outcomes are those effects that are expected over time as PBIS is implemented in many schools and communities.*

The state plan acknowledges *these effects are more difficult to show a direct causal relationship and yet PBIS is expected to play a contributing role*, therefore it is important for SD DOE and local districts collect data related to the long-term outcomes. The long-term outcomes are inter-related to actions at several levels – state, district, school, families/home, and communities.

SD DOE has been working with school districts on the implementation of PBIS for five years. **There is insufficient data to draw conclusions about the impact of PBIS about the attainment of long-term outcomes.** It will be important that state-level PBIS team make a determination regarding the period of time that allows for measurement of long-term outcomes.

Data related to Long-term Outcomes:

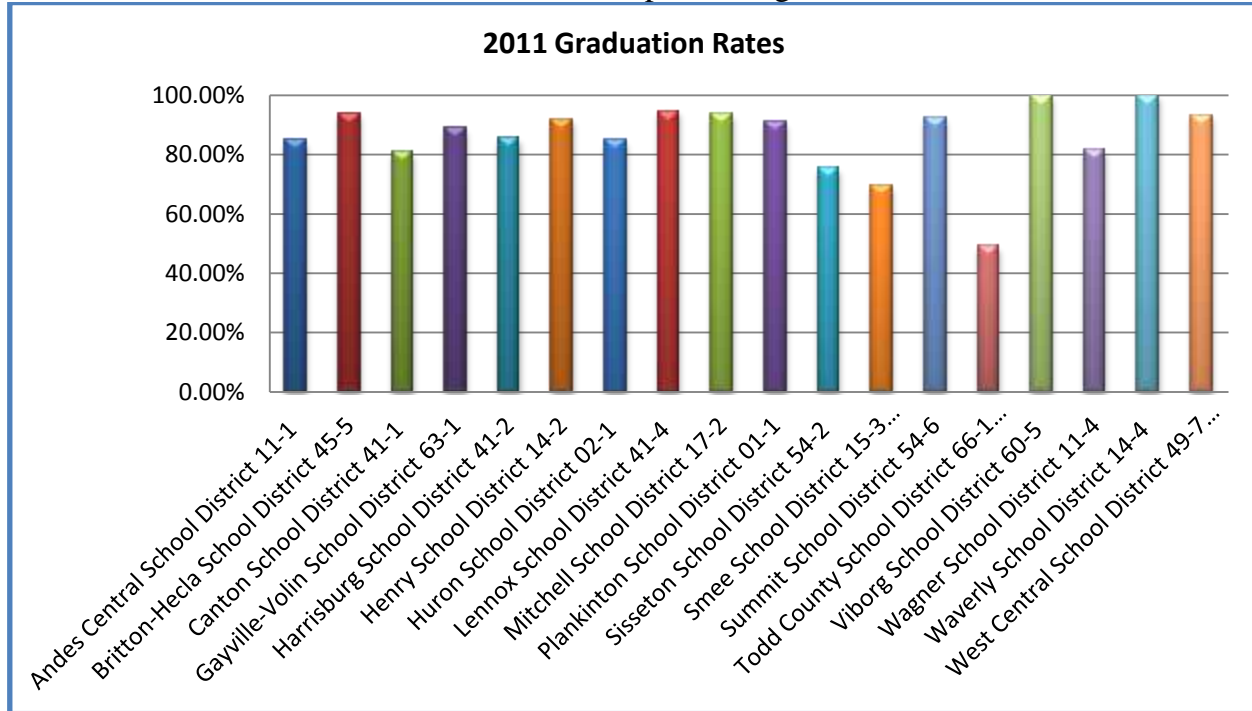
Long-term (Statewide) Outcome 1: An increase in the graduation rates across South Dakota.

Note: PBIS processes and procedures at the school-level may impact graduation rates, but the long-term goal of **increasing graduation rates across SD is a state-level goal** rather than a district-level goal.

Finding: There is insufficient data to draw conclusion about attainment of this long-term outcome in school districts implementing PBIS. Many factors must be considered to determine the impact of PBIS on graduation rates in the district.

The cohort school started in different years; some districts started with a few grades and expanded to other grades in subsequent years. See the listing of cohort schools and grades per year in the appendix of this report.

Chart 31: 2011 Graduation Rates for schools implementing PBIS



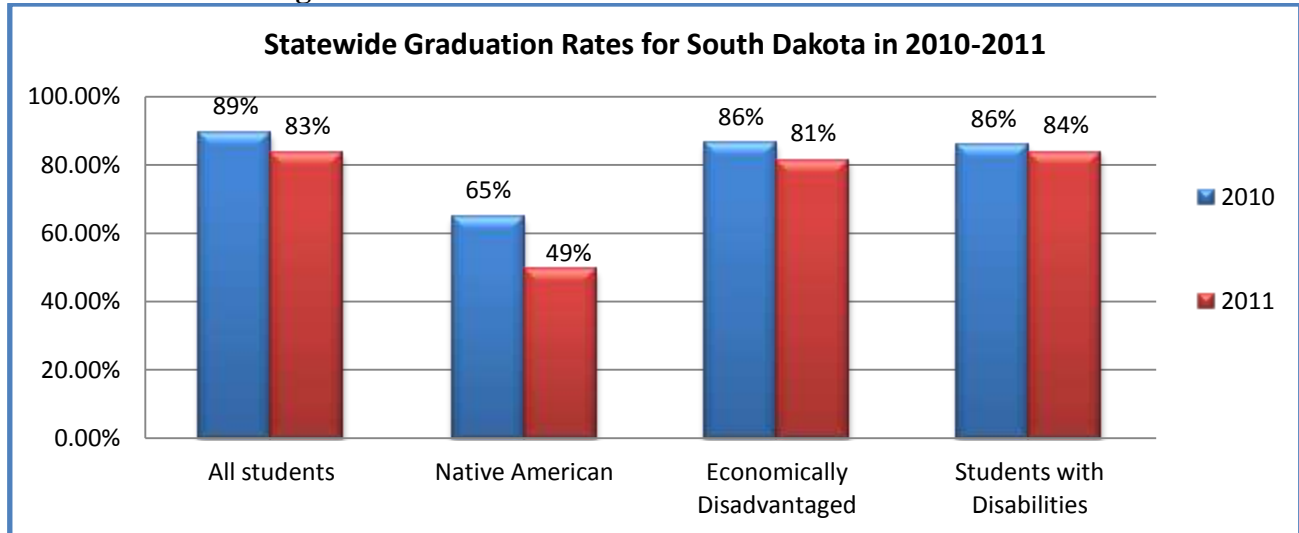
Source: <http://doe.sd.gov/reportcard/index.aspx>

The state's graduation goal is 85%

For graduation, any school or district grade span that includes grade 12 will be expected to meet or exceed the State's graduation rate target of 80% or show progress of at least 2 percentage points.

The State's graduation rate goal is 85%. Effective with the 2011 report card, South Dakota has adopted the Title 1 4-Year Adjusted cohort methodology. This is defined as the number of students who graduate in 4 years with a regular high school diploma divided by the number of students who form the adjusted cohort for that graduating class. This differs from the graduation rate calculations used in prior years. Therefore, graduation data for 2011 is not comparable to graduation data for prior years.

Chart 32: Statewide graduation rates for South Dakota in 2010-2011



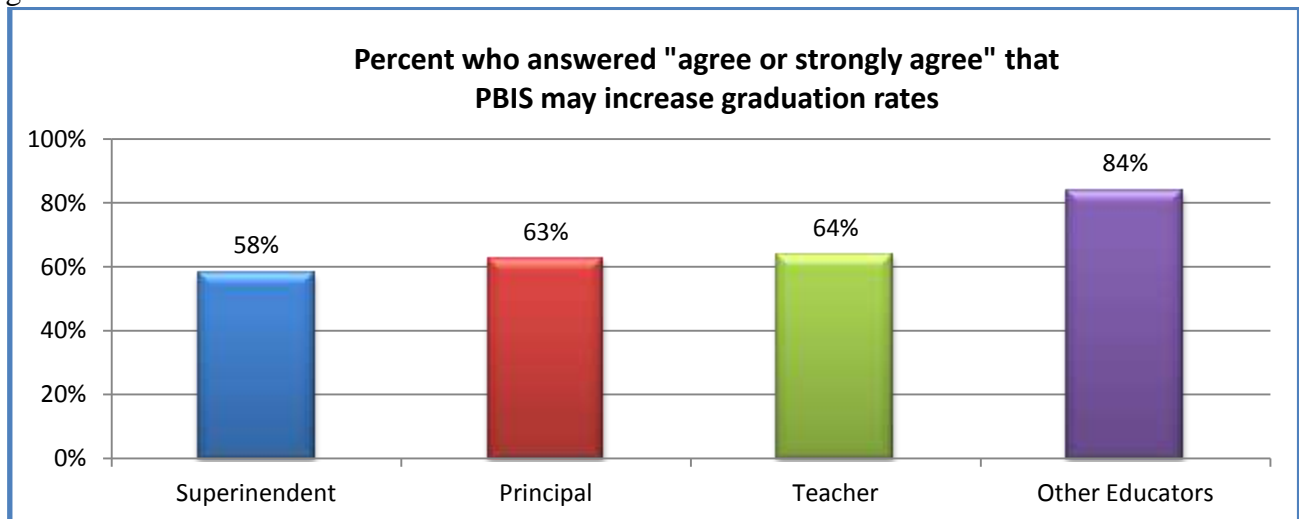
Source: <http://doe.sd.gov/reportcard/index.aspx>

Superintendents' question 7, principals' and teachers' question 6 and other educators' question 5 asked, *Please rate your level of agreement with the LONG-TERM impacts PBIS may have on your school. I believe implementing PBIS with fidelity will... increase graduation rates.*

Answer choices:

- Strongly disagree
- Disagree
- Agree
- Strongly agree

Chart 33: Percent who answered "agree or strongly agree" that implementing PBIS may increase graduation rates



Data to determine the extent to which PBIS would increase graduation rates across South Dakota is important but would require a well-designed study. There are many variables that would need to be considered when drawing comparisons about an increase in graduation rates among PBIS schools, non-PBIS schools and schools implementing other types of behavioral programs (such as Dakota Character). Other factors impacting such a study would be fidelity of practice, a comparison of graduation rates over time (pre-PBIS and post-PBIS,) the change in mandatory attendance from 16 to 18 years of age; and graduation rates for sub-categories.

SD DOE currently provides Dropout Prevention Training and collects data in the SD DOE Dropout Prevention Survey. Other data is collected by SD DOE that could be used to study the link between PBIS and an increase in graduation rates in South Dakota.

Recommendation: Long-term (Statewide) Outcome 1: An increase in the graduation rates across South Dakota.

South Dakota DOE and local school districts should continue to collect and share data about graduation rates. Survey results indicate that over 50% educators surveyed believe PBIS will positively impact graduation rates at the district level. A connection between PBIS and a continued increase in graduation rates could be considered during future statewide studies.

End of data related to long-term outcome 1

Long-term Outcome 2: A decrease in the number of students placed in out of district placements due to behavior issues

Note: Decreasing the number of students placed in out-of-district placements due to behavior is both a district and state-level outcome. Behavioral issues resulting in out-of-district placement may not be a problem in all districts; but it is an important state-wide issue.

This outcome is related to IDEA 1997 and reaffirmed in IDEA 2004. IDEA requires:

- The IEP team to consider the use of Positive Behavioral Interventions and Supports for any student whose behavior impedes his or her learning or the learning of others (20 U.S.C. §1414(d)(3)(B)(i)).
- A functional behavioral assessment when a child who does not have a behavior intervention plan is removed from their current placement for more than 10 school days (e.g. suspension) for behavior that turns out to be a manifestation of the child's disability (20 U.S.C. §1415(k)(1)(F)(i)).
- A functional behavioral assessment, when appropriate, to address any behavior that results in a long-term removal (20 U.S.C. §1415(k)(1)(D)).

Finding: There is insufficient data to draw conclusion about a decrease in the number of students placed in out of district placements due to behavior issues.

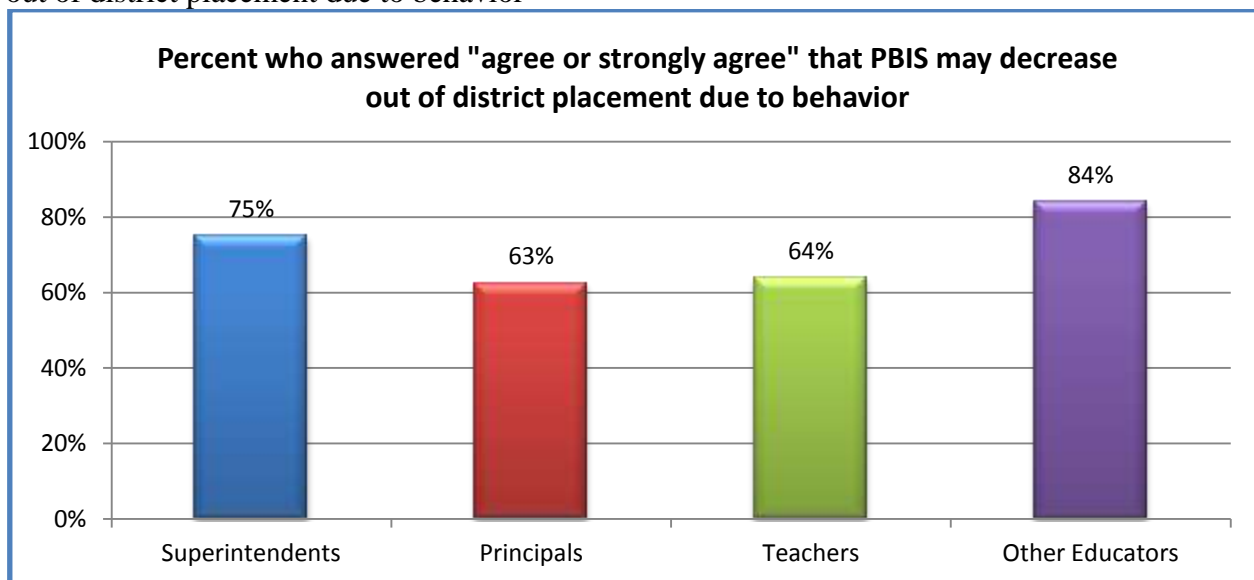
It would take a well designed, long-term study to determine whether or not implementing PBIS with a high level of fidelity will decrease the number of students placed out of district due to behavioral issues.

Superintendents' question 7, principals' and teachers' question 6 and other educators' question 5 asked, *Please rate your level of agreement with the LONG-TERM impacts PBIS may have on your school. I believe implementing PBIS with fidelity will... decrease out of district placement due to behavior.*

Answer choices:

- Strongly disagree
- Disagree
- Agree
- Strongly agree

Chart 34: Percent who answered "agree or strongly agree" that implementing PBIS may decrease out of district placement due to behavior



Note: While PBIS is a school-wide K-12 initiative, planning, guidance, technical assistance and professional development is provided by the SD DOE Office of Educational Services and Support, SPED Programs. The following disciplinary definitions are found on the OESS website:

Long-Term Suspension and Expulsion for Students with Disabilities School Year 2007-2008

The Individuals with Disabilities Education Act Amendments of 2004, under §300.145, requires the State education agency to examine data to determine if significant discrepancies are occurring in the rate of long-term suspension and expulsion of children with disabilities (1) among local education agencies in the State; or (2) **compared to such rates for nondisabled children within such agencies.**

If such discrepancies are occurring, the State educational agency reviews, and if appropriate, revises (or requires the affected State or local educational agency to revise) its policies, procedures, and practices relating to the development and implementation of IEPs, the use of behavioral interventions, and procedural safeguards, to ensure that such policies, procedures, and practices comply with IDEA 2004.

To assist the South Dakota Special Education Programs in meeting these requirements, districts are asked to submit data on the suspension/expulsion of **students with disabilities** with information relative to school year 2007-2008. (Ms. Cain reported that no comparative data is collected by the state for non-SPED students.)

Definitions: *Long-Term Suspension and Expulsion for Students with Disabilities*

- ARSD 24:07:01:01.(1) “Expulsion”, the action of the school board that terminates a pupil’s membership in school for not more than 12 consecutive months.
- ARSD 24:07:01:01.(2) “Long-Term suspension”, the exclusion of a pupil by the superintendent or school board from a class or classes or from school for more than 10 but not more than 90 school days.
- Disciplinary Removal – Any instance in which a child is removed from his/her educational placement for disciplinary purposes, including in-school suspension, out-of-school suspension, expulsion, removal by school personnel to an interim alternative educational setting for drug or weapon offenses or serious bodily injury, and removal by hearing officer for likely injury to self or others.
- Expulsion – An action taken by the local educational agency removing a child from his/her regular school for disciplinary purposes for the remainder of the school year or longer in accordance with local educational agency policy. Include removals resulting from violations of the Gun Free Schools Act that are modified to less than 365 days.
- In-School Suspension – Instances in which a child is temporarily removed from his/her regular classroom(s) for disciplinary purposes but remains under the direct supervision of school personnel. Direct supervision means school personnel are physically in the same location as students under their supervision.
- Interim Alternative Educational Setting – An appropriate setting determined by the child’s IEP team in which the child is placed for no more than 45 school days. This setting enables the child to continue to receive educational services and participate in the general education curriculum (although in another setting) and to progress toward meeting the goals set out in the IEP. As appropriate, the setting includes a functional behavioral assessment and behavioral intervention services and modifications to address the behavior violation so that it does not recur.
- Out-of-School Suspension – Instances in which a child is temporarily removed from his/her regular school for disciplinary purposes to another setting (e.g., home, behavior center). This includes both removals in which no IEP services are provided because the removal is 10 days or less as well as removals in which the child continues to receive services according to his/her IEP.

- Removal by a Hearing Officer – Those instances in which an impartial hearing officer orders the removal of children with disabilities from their current educational placement to an appropriate alternative educational setting for not more than 45 school days based on the hearing officer's determination that maintaining the child's current placement is substantially likely to result in injury to the child or others. The IEP team is responsible for determining the interim alternative educational setting.
- Unilateral Removal – Instances in which school personnel (not the IEP team) order the removal of children with disabilities from their current educational placement to an appropriate interim alternative educational setting for not more than 45 school days. The IEP team is responsible for determining the interim alternative educational setting. Unilateral removals do NOT include decisions by the IEP team to change a student's placement.

Source: ***Long-Term Suspension and Expulsion for Students with Disabilities School Year 2007-2008*** - <http://doe.sd.gov/oess/specialed/SPP/pdfs/Directionsforonlinesuspensiondata2006-2007.pdf>

Additionally, SPED regulations include specific requirements/procedures for out of district placement for SPED students. Source: <http://doe.sd.gov/oess/specialed/prosafe/placementalternative.asp>

The State education agency is required to examine data to determine if significant discrepancies are occurring in the rate of long-term suspension and expulsion of children with disabilities (1) among local education agencies in the State; or (2) compared to such rates for nondisabled children within such agencies. Therefore, pertinent data may be available for use during PBIS data analyses to determine progress toward Long-term (District) Outcome 2: A decrease in the number of students placed in out of district placements due to behavior issues

For questions regarding suspension/expulsion data, please contact Becky Cain, Special Education Programs At 605- 280-3568 or via email at Rebecca.Cain@state.sd.us

Recommendation: Long-term Outcome 2: A decrease in the number of students placed in out of district placements due to behavior issues

It is not clear if *long-term outcome 2: A decrease in the number of students placed in out of district placements due to behavior issues* is meant to be a **district-level** outcome or a **state-wide** outcome.

Significant amounts of data about student counts are collected via Infinite Campus and other sources and stored in South Dakota's Student Information Management System (SIMS). Information about data collection is distributed to districts via the SIMS Newsletter.

The SD PBIS State Plan says that the SD DOE Federal Programs and Special Education Units will work with the ***Data Unit*** to develop a PBIS data collection plan for participating districts/schools will ***utilize data already collected for either school or state use to eliminate undue burden on the participating schools.***

The data stored in SIMS could be collected and analyzed for inclusion in a PBIS data report. Comparisons could be made across all SD districts; those implementing PBIS, those not implementing PBIS, those implementing other behavioral initiatives (such as Dakota Character.) Data related to non-SPED and SPED students could be compared to determine trends related to a decrease in the number of students placed in out of district placements due to behavior issues.

State level surveys and reports such as Coordinated School Health, Safe and Drug Free Schools, the annual survey of parents of SPED students or other state-level data collection instruments might provide data useful to an analysis of PBIS impacts on student behavior.

In keeping with the state plan, data already collected should be considered. Survey titles and other data collection methods could be listed and discussed by the state-level team. A determination could be made regarding whether data already collected by the state might contain data pertinent to PBIS. Data from identified data sources could be compiled and analyzed to determine student behavior trends in PBIS and non-PBIS districts.

Data collection related to Long-term Outcome 2 and other outcomes is explained in the following SIMS newsletters:

SIMS Newsletter, December 2010 Edition <http://doe.sd.gov/ofm/documents/SIMnewF10.pdf>

- **Child count**

Child count is an unduplicated count of all children with disabilities ages 3-21 receiving special education and related services according to an individualized education program (IEP) on December 1st of each year.

- **Out of District Placements**

A student placed out of district needs to be entered into Infinite Campus by the facility or district that they are attending. If your district is paying for the placement then the enrollment status should be P: Tuition Paid by District or C: Contracting Student. The student will then show on the Resident District's child count.

- **Graduation Tab**

The Graduation tab provides districts with the ability to track graduation information used within state reporting and for AYP determinations. This tab also allow districts the ability to define when students first entered the ninth grade and their expected graduation dates. A Cohort End Year is a membership group a student belongs to. Each student's expected to graduate within four years of entering the ninth grade for the first time. When entering a first time student into the ninth grade, the Grad Tab should automatically populate the Date First Entered the 9th grade and the NCLB Cohort End Year.

SIMS Newsletter, April 2011 Edition <http://doe.sd.gov/ofm/documents/SP11SIMnl.pdf>

- **Exit/Withdrawal Codes**

To ensure accuracy and comparability of our exit data, please review the codes below. If a student has exited your school, be sure to give them a status end date and assign the appropriate exit code. If you have any questions regarding the definition of any of the below types please contact our office.

The circumstances under which the student exited from membership in an educational institution based on the following codes:

- 01 Expelled, didn't return to any school
- 12 Persistently Dangerous Transfer
- 15 Suspended

End of data related to Long-term Outcome 2

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Long-term (Community) Outcome 3: An increase in the positive behaviors exhibited by students in the community (For additional data, see the following information related to Critical Question 2: *What changes in behavior are evident where PBIS is implemented?* PBIS Goal 2: *Create awareness and shared language for addressing the social/behavioral needs of children and youth.* Immediate Outcome 5: *An increase in involved community partners.*)

Finding: **There is insufficient data to draw conclusion about an increase in the positive behaviors exhibited by students in the community.**

Data about student behaviors within communities is the responsibility of local districts and schools. PBIS district teams plan community outreach activities. Those plans are shared with school staff, parents, students, and community members.

Recommendation: Long-term (Community) Outcome 3: An increase in the positive behaviors exhibited by students in the community (**Note:** For related data, see the following information related to Critical Question 2: *What changes in behavior are evident where PBIS is implemented?*)

Additional data could be collected from districts that indicate successes and challenges associated with extending positive behaviors by students into community settings.

Community understanding and support is an important element of PBIS. Districts could continue to collect and report data to Rebecca Cain regarding steps being taken, progress being made and challenges related to community understanding and support in the areas of 1) political support, 2) business investment, and 3) media coverage. All facets of community life could profit from the success of schools in developing PBIS. A close relationship among community systems such as law enforcement, juvenile justice, and other systems serving the welfare of children, youth, and families could benefit from supportive activities with school districts.

The OESP Technical Assistance Center for PBIS says the following about community support: **Positive Behavior Support and Community:** *Community Support is vital to the sustainability of Positive Behavioral Interventions and Supports. Local resources such as: 1) political support, 2) business investment, and 3) media coverage are crucial to self-sustaining capacity building within each district.* Source: <http://www.pbis.org/community/default.aspx>

Another reference to community support is found in OSEP's document titled, *School-wide Positive Behavior Support, Implementers' Blueprint and Self-Assessment,*

To shift from a reactive and aversive approach to managing problem behavior to one that is preventive and positive, schools must increase collaboration among multiple community support systems (i.e., education, juvenile justice, community mental health, family, and medical).

Source: OSEP Center on Positive Behavioral Interventions and Supports, 2004
<http://www.osepideasthatwork.org/toolkit/pdf/SchoolwideBehaviorSupport.pdf>

One of the PBIS coaching responsibilities is to work with community-based agencies and services. It is important that the coach has sufficient training, support and resources to fulfill this responsibility.

Long-term (Community) Outcome 4: An increase in the number of functional systems of support in communities

This outcome was omitted from the March 2011 edition of the SD PBIS State Plan. No data was collected for this outcome.

End of Long-term Support Findings and Recommendations

SD PBIS Plan of Action:

The Plan of Action is found on pages 3-5 of *The SD Positive Behavior Interventions and Supports State Plan*. The plan outlines commitments to be met by the SD Department of Education, by school districts, by school buildings, and by PBIS coaches. The State Plan is available on-line at <http://doe.sd.gov/oess/specialed/forms/pdf/STATEPLANFINAL.pdf>

SD Department of Education Commitments

As stated in the state plan for PBIS: As a result of reviewing data for the State Performance Plan and listening to district requests for technical assistance and training, South Dakota's Special Education Programs recognized the need for a state wide behavior initiative and is committed to supporting local implementation of PBIS. To this end the SD DOE commits to the following: As stated in the PBIS state plan: As a result of reviewing data for the State Performance Plan and listening to district requests for technical assistance and training, South Dakota's Special Education Programs recognized the need for a statewide behavior initiative and is committed to supporting local implementation of PBIS. To this end, the SD DOE commits to:

- Funding for training to include:
 - Trainer fees and travel
 - Training facility or rental
 - Costs associated with building the state's capacity for assuming and maintaining on-going professional development
- Assigning the role of PBIS coordinator as a major responsibility of up to one FTE
- Paying annual fees and training costs for schools that choose to use SWIS for a minimum of three years. (Omitted from March 2011 edition.)
- Providing grants of \$2,000 to \$5,000 to local districts to help off-set some of the implementation costs. Grant amounts will be determined based on the number of participating schools within a district and travel distance required to attend training events
- Collecting data to evaluate and demonstrate the benefit of PBIS. Data will be used for reporting to a variety of constituents, including OSEP through the State Performance Plan, local schools, the school board, and the public.

SD DOE Commitment 1: Funding for training to include:

- Trainer fees and travel
- Training facility or rental
- Costs associated with building the state's capacity for assuming and maintaining on-going professional development

Finding: SD DOE Commitment 1 has been achieved.

SD DOE has contracted with professionals to provide training to cohort districts every year, beginning with the 2006-2007 school year and continuing through the 2010-2011 school year. Teams from cohort schools have been invited to participate and SD DOE has assumed the cost of trainer fees and travel, rental and associated costs of the facility.

Rebecca Cain reports that SD DOE has covered all funding for trainer fees and travel, facility rentals, and costs associated with building the state's capacity for assuming and maintaining on-going professional development. A cadre of three in-state trainers, listed on the PBIS contact page, has been established and those individuals are under contract with SD DOE to provide the majority of state-wide PBIS professional development.

The State PBIS plan also states that it is a SD DOE responsibility for funding costs associated with building the state's capacity for assuming and maintaining on-going professional development. To that end, state-level PBIS staff attend professional development and national PBIS events to build their level of understanding and how to guide schools through implementation. In preparation for the 2010-2011 school year, some members of the PBIS leadership team attended a training facilitated by Diana Browning Wright. (**Note:** Information about Diana Browning Wright is included in Part C of this report.)

Some of the materials from that training were incorporated into the SD PBIS training held in July 2011 in preparation for the 2011-2012 school year. Information about those materials and associated outcomes will be included in next year's data report.

Recommendation: SD DOE Commitment 1: Funding for training

Should funding be available, SD DOE should continue to fund PBIS training throughout South Dakota. Professional development is necessary for new schools, new personnel and current schools and personnel as they improve fidelity of practice.

SD DOE Commitment 2: Assigning the role of PBIS coordinator as a major responsibility of up to one FTE.

Finding: SD DOE Commitment 2 has been partially achieved.

The SD DOE has partially achieved this commitment in that the DOE designated Rebecca Cain, DOE Education Specialist, as the coordinator for South Dakota's Positive Behavior Interventions and Supports initiative. While Ms. Cain has done an admirable job of leading the statewide PBIS effort, an initiative of this magnitude requires considerable time, effort, and commitment.

Like most of the SD DOE personnel, Ms. Cain has several job duties, including Comprehensive System of Personnel Development, Disproportionality, and Dyslexia contact person. She estimates that she is able to devote less than one-fourth (1/4) of her time to PBIS coordination activities; therefore, South Dakota has not fully achieved the commitment of "assigning the role of PBIS coordinator as a MAJOR responsibility of up to one FTE."

Alicia Schoenhard, SD DOE Education Specialist, is the statewide RtI Coordinator. In that role, Ms. Schoenhard provides minor assistance to the PBIS project. Since PBIS and RtI are inter-related projects, she provides support in planning, data analysis, and co-presentations with Ms. Cain to various stakeholder groups.

Ms. Schoenhard's other job duties include the following: Advisory Panel for Children with Disabilities; Interagency Contracts; Personnel Record Form and Highly Qualified Staff; and Response to Intervention.

Beginning with the 2011-2012 school year SD DOE has contracted with Ms. Pat Hubert, EDEC, to provide some planning and coordination assistance to Rebecca Cain, continue with training responsibilities, and provide some targeted technical assistance to districts implementing PBIS.

Recommendation:

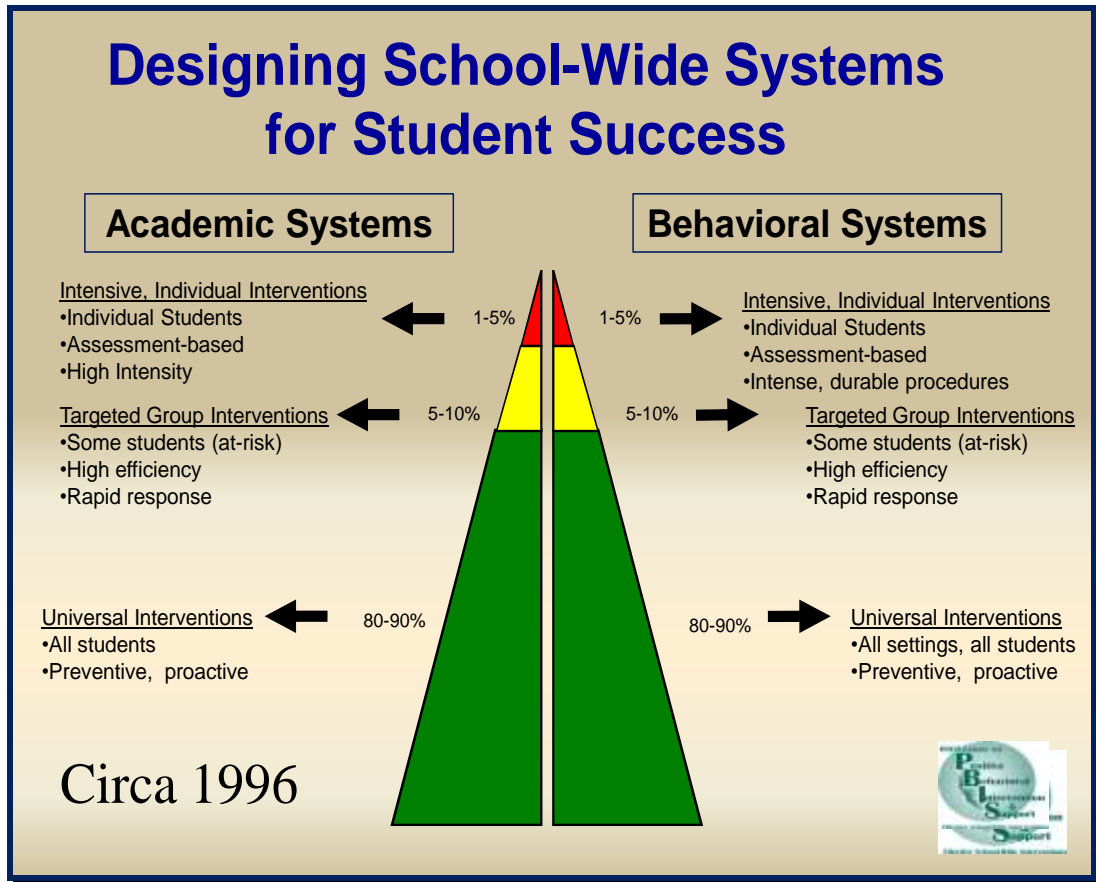
There are currently seventeen (17) districts* and forty-seven (47) schools at various stages of implementing PBIS. It is a daunting challenge for one individual, with multiple responsibilities, to provide sufficient leadership, technical support, and respond to calls for assistance or facilitate the growth of the program. While support is provided by three state-certified PBIS trainers, their role is not clearly defined in terms of on-going training and technical assistance provided upon request or needs of the districts. *EDEC's High Impact Academy serves several districts; this LEA is counted as a district in this report.

Although Alicia Schoenhard, the state's RtI Coordinator, co-presents at conferences and meetings with Ms. Cain, time and other responsibilities do not allow her to assist substantially in planning or providing technical support to PBIS districts. Since PBIS and RtI are symbiotic programs, it is essential that PBIS and RtI state-level staff collaborate and pool their resources.

Consideration should be given to the structure of South Dakota's PBIS initiative. Note the reference above regarding SD DOE's contract with Ms. Pat Hubert beginning with the 2011-2012 school year.

If 2011-2012 data indicates the Ms. Cain and Ms. Hubert have sufficient time to provide necessary training and technical support to districts to assure high levels of fidelity of practice, the following recommendations may be unnecessary. The following recommendations are based the 2009-2011 data:

- The SD DOE could continue to provide PBIS leadership, but could contract with an LEA to assist with planning, technical support, and professional development. As an example, consider the RtI contract administered through the Three Rivers Educational Cooperative. RtI personnel assist DOE staff to provide RtI technical support to school districts. Perhaps similar arrangements could be made to assist in the development and support of PBIS in school districts across the state.
- The efforts of RtI and PBIS could be combined. Many states use the term RtI as an umbrella with an academic and behavioral component. OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports (PBIS) provides information about the model as the following diagram depicts:



- The RtI team and the PBIS team could be expanded to assume added responsibilities. The team, under the guidance of SD DOE staff, would be responsible for providing technical assistance and professional development to districts implementing PBIS/RtI or both.
- Currently, eight (8) schools in three (3) districts are implementing both PBIS and RtI at various grade levels. Those schools and grade levels are listed in the table below:

Canton School District	
Canton Lawrence Elementary (K-5)	RtI Only
Canton Middle School (6-8)	PBIS Only
Canton High School (9-12)	PBIS Only
Lennox School District	
Lennox Chancellor Elementary (K-5)	Both PBIS and RtI
Lennox Elementary (K-5)	Both PBIS and RtI
Lennox LWC Middle School (6)	Both PBIS and RtI

Lennox Worthing Elementary (K-5)	Both PBIS and RtI
Plankinton School District	
Plankinton Elementary (K-6)	Both PBIS and RtI
Plankinton High School (9-12)	PBIS Only
Plankinton Jr. High School (7-8)	PBIS Only
West Central School District	
West Central Hartford Elementary (K-2)	RtI
West Central Hartford Elementary (K-5)	PBIS (3-5)
West Central High School (9-12)	PBIS Only
West Central Humboldt Elementary (K-4)	RtI
West Central Humboldt Elementary (K-5)	PBIS Only (5)
West Central Middle School (6-8)	PBIS Only

- The PBIS trainers/professional development team could have a more defined technical assistance role with each person having additional time to support districts within their region. A current challenge is that two of the three designated trainers are full-time staff in LEAs. It is not clear how those individuals have time to devote to PBIS activities in districts other than their own.
- Rebecca Cain or another designee could be allocated more time to devote to PBIS leadership.
- Additional SD DOE personnel could be assigned to assist with PBIS.

SD DOE Commitment 3: Paying annual fees and training costs for schools that choose to use SWIS for a minimum of three years (*This SD DOE Commitment was omitted from the March 2011 edition of the SD PBIS State Plan.*)

Note: SWIS - *School-Wide Information System* –is a web-based software system for collecting and summarizing office discipline referrals in schools)

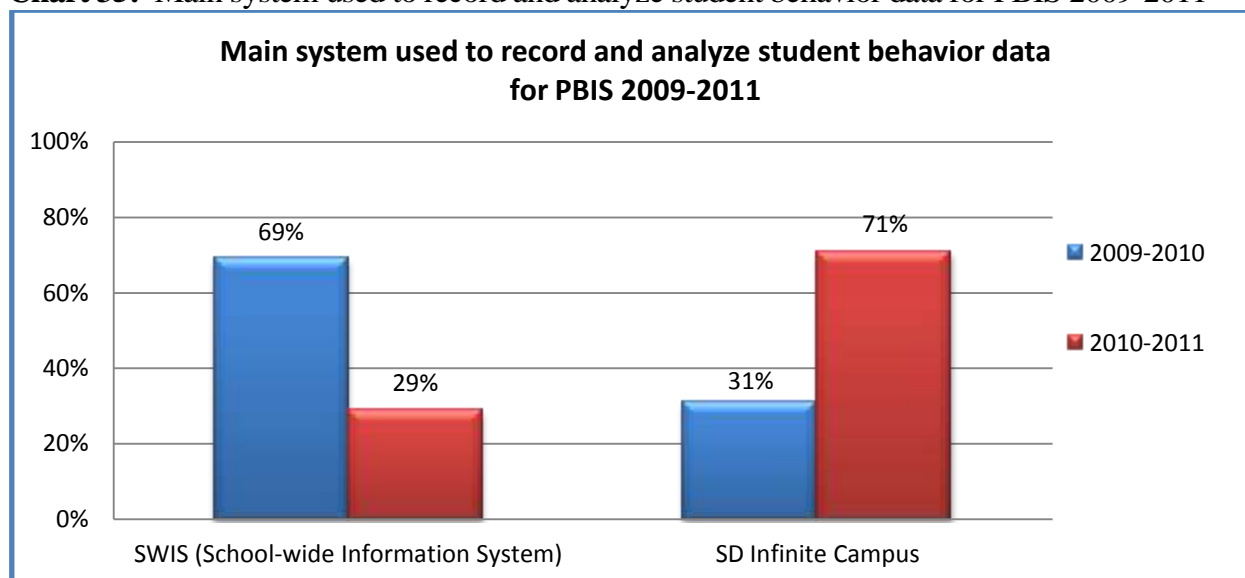
Data related to DOE Commitment 3 is included in PBIS Goal 3: *Use a data collection/management system that provides reliable and easily accessible data to assist in evaluation and decision-making* and Immediate Outcome 6: *An increase in the use of data in making programmatic decisions.*

Finding: Ms. Cain reported that SD DOE suspended paying annual fees and training fees at the conclusion of 2009-2010 year and omitted the goal from the SD PBIS State Plan, March 2011 edition.

In previous years, 2007-2009, SD DOE committed to paying the SWIS annual fees for three years and SWIS training costs for all districts/schools that participated in the SD PBIS initiative.

Rebecca Cain provided a list of the main system used for gathering student referral data in school districts implementing PBIS in 2010-2012 to the evaluation team. **According to that data, the use of SWIS by SD PBIS schools went from a 69% in 2010 to 31% in 2011.**

Chart 35: Main system used to record and analyze student behavior data for PBIS 2009-2011



SWIS and SD Infinite Campus

Districts have the **option** of subscribing to SWIS but are not required to do so. All South Dakota school districts **must** enter student data, including behavioral data, into SD Infinite Campus. Some districts find it burdensome to enter behavior data into two different data systems thus choose not to subscribe to SWIS.

According to the SWIS website, schools using SWIS sign a license agreement with the University of Oregon that includes an **annual fee of \$250 per school** per academic year. Depending on the size of the district, that fee may cover K-12; for larger districts, the cost may be higher, charged on a per school building basis vs. a district basis.

Financial constraints in 2010-2011 required SD school districts to make many programmatic cuts. While \$250 does not seem a burdensome amount, it is apparent the subscription fee to SWIS was cut in many districts.

Regarding training to use SWIS for subscribing districts, Ms. Cain reported three school district personnel are trained in every district to use SWIS. It is not clear how if there is a fee for that training or if training is included in the subscription fee. (It is unclear if the cost of the SWIS subscription and training is a direct payment to SWIS, if the cost is part of PBIS grant funding to districts, or if the cost is reimbursed to the district by SD DOE.).

The SWIS website states, “Schools gain access to SWIS through a SWIS Facilitator. A SWIS Facilitator is a person who has been trained by University of Oregon personnel to assist schools in building information systems, and providing the on-site training for SWIS use.”

Information about the SWIS trainings (district personnel receiving training, when the training was provided, and who the trainers were) is not part of this report. Contact Rebecca Cain for information about SWIS training in South Dakota.

In 2010-2011 two individuals are listed on the OESP Technical Assistance Center website as being certified SWIS facilitators for SD. Those individuals are Ramona Bonnin (BIA), Pine Ridge, SD, and Peggy Gallipo (BIA), Eagle Butte, SD. The SWIS website states the following about SWIS facilitators:

A SWIS Facilitator provides on-site training for up to three school district staff. SWIS facilitators are individuals employed by the state/district/region to provide assistance to schools. Most SWIS Facilitators allocate only a portion of their FTE (e.g. .10-.50) to the tasks associated with SWIS facilitation. SWIS Facilitators are trained during a three-day training workshop delivered by Certified SWIS Facilitator Trainers

Source: http://www.pbis.org/links/pbis_network/south_dakota.aspx and <http://www.swis.org/index.php?page=usersFacilitatorList;cid=840;sid=42>

Recommendation: One of the comments from school personnel about SWIS is that it is more user friendly than SD Infinite Campus when entering data or generating data reports.

While it is understandable why school district personnel find it burdensome to enter data into two systems, it may be advisable to encourage PBIS districts to utilize SWIS. As stated earlier, school district personnel indicate it is difficult to gain access to student behavior reports from SD Infinite Campus. SWIS is designed to provide effective and efficient reporting for use at the local level.

SWIS was developed by the University of Oregon faculty specifically for positive behavior systems so may provide districts and SD DOE with more clear and concise data reports upon which to analyze data and make programmatic decisions.

The SWIS website states the following:

*The **School-Wide Information System (SWIS)** is a web-based software system for collecting and summarizing office discipline referrals in schools. The system was developed by University of Oregon faculty in collaboration with elementary, middle (junior high) and high school personnel.*

The purpose of SWIS is to provide schools with accurate, efficient, practical information for decision-making about school-wide discipline. SWIS was developed to be an efficient, reliable and confidential strategy for managing office-discipline referral information. SWIS can be used for:

- a. Internal decision making as schools improve their discipline practices.*
- b. Support plan design with individual students and their families.*
- c. Reporting to district, state and federal agencies about school outcomes.*
- d. As a method of collecting aggregated data across schools.*

Source: <http://www.swis.org/>

Rebecca Cain reported that SD Infinite Campus may add a data collection and reporting tool to make generating data reports more user friendly. It is essential that school personnel are able to retrieve detailed office referral data to analyze data and make programmatic decisions.

It appears that state funding of the SWIS subscriptions would currently cost the state approximately \$4500-\$5000 a year depending on the number of districts and numbers of students enrolled in school buildings. It may be worth revisiting SD DOE Commitment 3: Paying annual fees and training costs for schools that choose to use SWIS for a minimum of three years.

SD DOE Commitment 4: Providing grants of \$2,000 to \$5,000 to local districts to help off-set some of the implementation costs.

Grant amounts will be determined based on the number of participating schools within a district and travel distance required to attend training events.

Finding: SD DOE Commitment 4 has been achieved but no documentation is included in this report. Rebecca Cain reported that schools are invited to attend scheduled PBIS trainings and that districts receive a onetime grant of \$2000 or more, depending on district size and distanced traveled. Ms. Cain also reports that returning districts are provided a \$100 per participant who attends the training. For documentation, contact Rebecca Cain, SD DOE.

Recommendation: It is recommended that the SD DOE and the statewide leadership team collect and analyze data relative to this commitment. The identity of school districts that receive these grants, as well as the amounts of the grants, should be recorded and kept as an integral part of the state-level data collection process of the PBIS initiative.

SD DOE Commitment 5: Collecting data to evaluate and demonstrate the benefit of PBIS. Data will be used for reporting to a variety of constituents including OSEP through the State Performance Plan, local schools, the school board, and the public.

Note: The South Dakota PBIS Plan states that data will be collected to:

- drive the decision-making process and assist in the continued development of PBIS
- inform stakeholders of the progress of those schools and districts that have implemented PBIS
- utilize data already collected for either school or state use to eliminate undue burden on the participating schools
- demonstrate effectiveness and/or make revisions and adjustments to the appropriate plans
- publish the summary of findings, at least annually, to demonstrate the effectiveness of this initiative

Finding: SD DOE Commitment 5 has been partially achieved.

Data has been collected and is being collected by Ms. Cain since the inception of South Dakota's PBIS initiative via the Benchmark of Quality Report submitted two times per year, as well as the PBIS team meeting notes submitted monthly. Ms. Cain maintains those records and provides information to SD DOE personnel and stakeholder groups. That data is not included in this report. Contact Ms. Cain for additional information about data collected.

This data report will serve as part of the on-going process for the collection and evaluation of data to demonstrate the benefit of PBIS. The SD DOE has collected graduation and dropout rates, suspension and expulsion data, and other behavioral data.

That data has been used during programmatic discussions about PBIS. Contact Ms. Cain for additional information about data collected and disseminated prior to and during this reporting year.

This data report will be presented to SD DOE personnel and can be used as a data source for reporting to a variety of constituents, including OSEP through the State Performance Plan, and other stakeholder groups. This report will be posted on the SD DOE website, and will be made available to the U.S. Department of Education.

Recommendation: The collection of data utilizing a variety of sources, such as the on-line survey of school district staff, and the development of an annual data report should continue.

Data collected should be analyzed and used for programmatic decisions. **Additionally, data should be collected from students, parents, and community members relative to their perceptions about the effectiveness of PBIS implementation.** An annual PBIS data report should be developed for use by the SD DOE for analysis, discussion, programmatic decisions, and inclusion in other reports submitted by the SD DOE to the U.S. Department of Education and other entities.

End of SD DOE Commitment Findings and Recommendations

District Commitments:

The SD PBIS State Plan and the Application for Participation clearly outlines the commitments school districts are required to fulfill. In the 2006 edition there were five commitments; in the 2011 edition there are four. The changes are noted in this document.

Seventeen (17) school districts across the state are currently participating in the PBIS initiative as cohort districts; therefore agree to district commitments. Personnel from all districts participated in the on-line survey. Following is a list of these districts:

- Andes Central School District 11-1
- Britton-Hecla School District
- Canton School District 41-1
- East Dakota Educational Cooperative 49203 (High Impact Academy)*
- Gayville-Volin School District 63-1
- Harrisburg School District 41-2
- Henry School District 14-2
- Huron School District 02-1
- Lennox School District 41-4
- Mitchell School District 17-2
- Plankinton School District 01-1
- Sisseton School District 54-2
- Summit School District 56-6
- Todd County School District 66-1
- Viborg School District 60-5
- Wagner Community School District 11-4
- West Central School District 49-7

* EDEC is an LEA that serves several districts; is referred to as a district in this report

District Commitment 1: Assign/identify administrative support and coordination at the district level

Finding: **District Commitment 1 has been partially achieved.**

School district contact lists were submitted to the PBIS evaluation team by Rebecca Cain. The contact list indicates personnel from PBIS districts, including the designation of key PBIS personnel for many, but not all, of the districts. The phrase “key PBIS personnel” refers to the following: (1) a designated PBIS district contact person; (2) a designated PBIS district coordinator; (3) designated district PBIS coaches; and (4) designated district/school PBIS team members. For more information regarding the school district contact lists, please contact Ms. Rebecca Cain.

Recommendation: Implementation of PBIS with fidelity requires training, planning, data analysis, team meetings, and coordination. **It is critical that administrative-level staff either coordinate PBIS or actively support the individual assigned to coordinate PBIS at the district level.**

District Commitment 2: Support district coordinator participation in training with school teams

Finding: **There is insufficient data to draw a conclusion about supporting district coordinator’s participation in training with school teams**

While twelve districts identified a district PBIS coordinator, five districts did not identify a PBIS coordinator. No data was provided to the evaluation team regarding district coordinator participation in training with school teams. That information may be maintained by Rebecca Cain.

Recommendation: **There should be more clarity regarding what is meant by “Support district coordinator participation in training with school teams.”** All school districts should identify district coordinators and provide documentation that those coordinators receive district support to participate in trainings with school teams. That documentation should be provided to the state PBIS coordinator.

It may be useful to develop a database so state-level staff would know who is designated as district-level PBIS coordinators. This database would provide state-level PBIS personnel with a listing of coordinators to reference who has received training (when, where, what, etc.). Additional data regarding trainings; when held, agendas, participants, school districts represented, and feedback could be provided to the PBIS data collection team.

District Commitment 3: Ensure the coach function is (a) assigned and (b) supported fiscally

Finding District Commitment 3 (a) coach function is assigned: This commitment has been partially achieved: 15 districts identified PBIS coaches; 2 districts did not.

Each district was asked to identify the official PBIS coaches in districts/schools. That information was submitted to Rebecca Cain as part of the district contact lists.

Forty-nine (49) individuals were identified as official PBIS coaches on the contact. **Two districts did not identify anyone as a PBIS coach.**

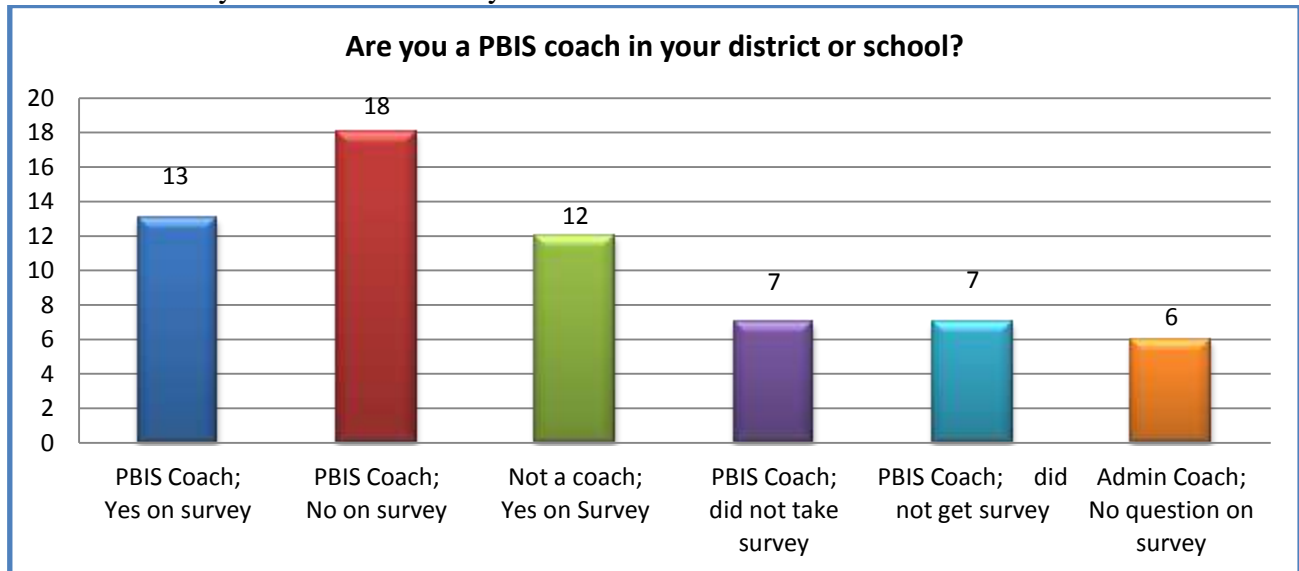
Teachers' question 20 and Other Educators' question 11 asked, *Each district has identified staff to serve as official PBIS coach(es). Did you serve as a PBIS coach for your district or school this year (2010-2011)?*

Answer choices:

- Yes
- No

If "yes" as selected, the survey directed the participant to a series of questions about coaching duties and responsibilities.

Chart 36: Are you a PBIS coach in your district or school?



. Of the forty-nine (49) identified PBIS coaches

- **13 educators** who were **identified** as PBIS coaches by their district **answered yes**
- **18 educators** who were **identified** as PBIS coaches by their district **answered no**
- **12 educators** who were **not identified** as PBIS coaches by their district **answered yes**
- 7 educators who were identified as PBIS coaches by their district **opted out or did not take** the survey
- 7 PBIS coaches did not get a survey
- 6 administrators identified as coaches were not asked if they were coaches on their survey

Note: Seven individuals identified as official coaches were inadvertently left off the survey list; thus did not get a survey. A question about coaching was not asked of superintendents or principals, thus 6 administrators who serve as official PBIS coaches did not provide data about coaching responsibilities.

District Commitment 3 (b) (PBIS Coach) is supported fiscally

Finding: **There is insufficient data to determine if and to what extent coaches are supported fiscally.**

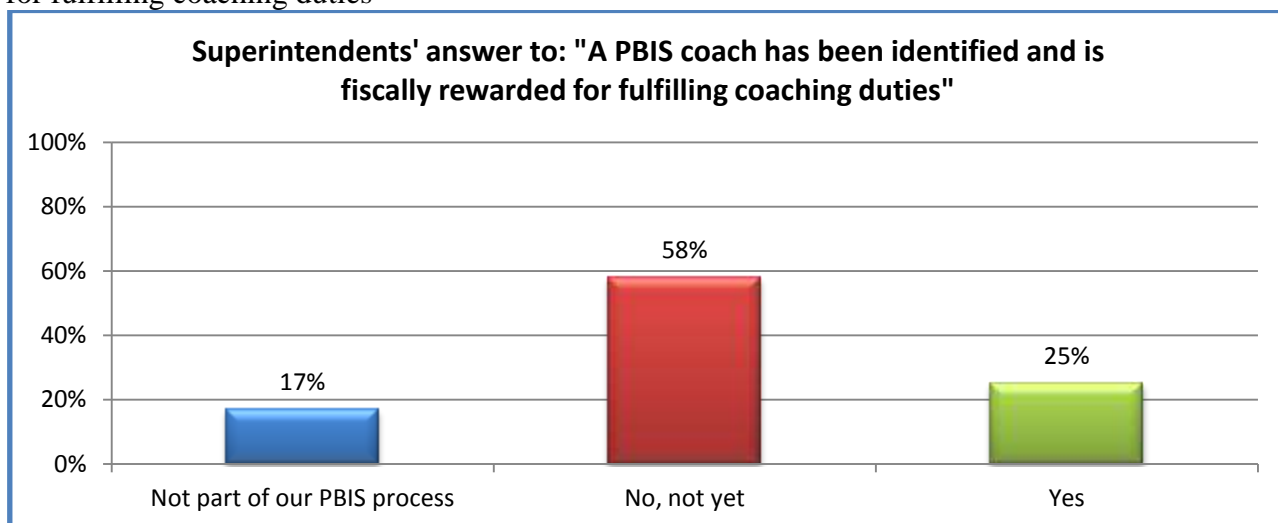
There is lack of clarity regarding what is meant by “supported fiscally.” Is it additional pay, financial support to attend trainings, or are expenses related to activities provided by the coach underwritten by the district or school?

Superintendent question 3 asked, “*Is your DISTRICT committed to the implementation of PBIS – A coach has been identified and is fiscally rewarded for fulfilling coaching duties?*”

Answer choices:

- Not part of our PBIS Process
- No, not yet
- Yes

Chart 37: Superintendents answer to: “A PBIS coach has been identified and is fiscally rewarded for fulfilling coaching duties”



Note: It is not possible from the question to determine if coaches are fiscally rewarded. The survey question should have been broken into two parts:

1. Has a PBIS coach been identified?
2. Is the PBIS coach fiscally rewarded for fulfilling coaching duties?

Comments provided by superintendents at the end of the question indicate that the coach is not provided additional salary for PBIS duties. Some superintendents indicated that coaching duties fall into the “other duties as assigned” portion of the contract. Some superintendents commented that the coach is provided with additional time to fulfill PBIS duties.

Additionally, superintendents commented that during this time of fiscal austerity, PBIS coaches would not be provided additional salary. Concern expressed about the ability to continue PBIS activities as school budgets are reduced.

Recommendation: Each school district should provide a list of “official” PBIS coaches. Those coaches should be trained to fulfill significant duties within schools and throughout the district. Designated coaches should know they have been assigned that role; others within the district should know who fills that role and how they assist in implementation of processes and procedures.

The state-level PBIS staff should know who, within each district, is a designated coach and should assure those individuals have participated in the trainings. Targeted technical assistance should be provided when needed.

The PBIS state plan states that those individuals should be fiscally rewarded. That is a local control issue, but if not fiscally awarded, some type of reward should be considered.

PBIS coaches are assigned significant responsibilities, therefore should be provided time and administrative support to fulfill the responsibilities listed below.

- Agree to attend all trainings with the team;
- Agree to provide coaching support for one to three schools;
- Be capable of working with each school team leader to provide technical assistance in maintaining necessary records and progress reports to implement and support PBIS;
- Be willing to work with community based agencies and services; and
- Be capable of providing and/or facilitating ongoing follow-up activities as identified and needed by the school team.

More specific coach functions include:

- Providing support to the PBIS Leadership Team meetings and subcommittees.
- Ensuring the collection, organization, and submission of evaluation data from schools at appropriate times for inclusion in the state-wide report.
- Serving as a resource or mentor to schools interested in PBIS, as available.
- Providing training on PBIS, as appropriate.

The SD DOE should continue to collect information about the PBIS coaches for each district including the names, schools, and email addresses of all PBIS coaches. A PBIS survey could be designed to gather data specific to the actions and outcomes of the PBIS coaches throughout the state.

District Commitment 4: Ensure requested evaluation data are collected and submitted

Finding: There is insufficient data to draw conclusions about evaluation data that is collected and submitted. It is not clear what is meant by “requested evaluation data” that is to be collected and submitted by school districts. Likewise, it is not clear to whom and by when and the method of reporting data. Rebecca Cain, state PBIS coordinator, reported that several pieces of data are collected as part of the monthly reports and benchmarks of quality reports.

Recommendation: District Commitment 4: Ensure requested evaluation data are collected and submitted

It is recommended that state-level leadership design specific reporting tools for all data to be collected and that a reporting timetable be established. It should be clear to all districts who should file the report, when it is due, and to whom it should be submitted. Timely submission should be tracked and reminders should be sent to districts that have not submitted the reports.

Since programmatic decisions are based on data collected, state-level personnel should analyze data that is submitted and respond to districts with appropriate technical assistance and professional development.

District Commitment 5: Ensure administrative support at all levels of the district (i.e., school board, superintendent, principal, etc.)

Finding: Survey data indicates that a commitment from 100% of administrators has not been achieved. There is not enough evidence to determine the extent to which administrators support PBIS in their districts.

The SD PBIS State Plan and the Application for Participation clearly states, *“Administration will demonstrate 100% buy-in for PBIS and program sustainability.”*

There is evidence that Rebecca Cain, state PBIS coordinator, and Alicia Schoenhard, state RtI coordinator, present information about PBIS and RtI at various administrator and school board conferences and events. Additionally, professional development about PBIS has been provided to administrators in various settings.

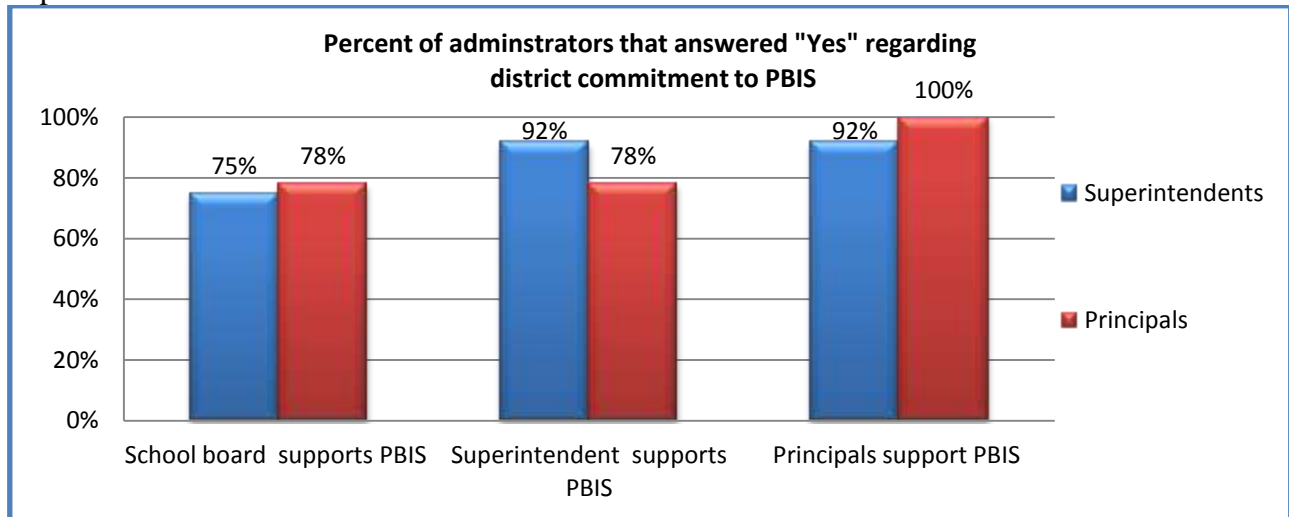
Superintendents’ question 3 and principals’ question 2 directly asked: *Is your DISTRICT committed to the implementation of PBIS?*

- The school board demonstrates support for PBIS implementation.
- The superintendent demonstrates support for PBIS implementation.
- The building principal(s) demonstrate support for PBIS implementation.
- 80% or more of the school staff demonstrates support for PBIS implementation.

Answer choices:

- Not part of our PBIS process
- No, not yet
- Yes

Chart 38: Percent of administrators' who answered "yes" regarding district commitment to the implementation of PBIS

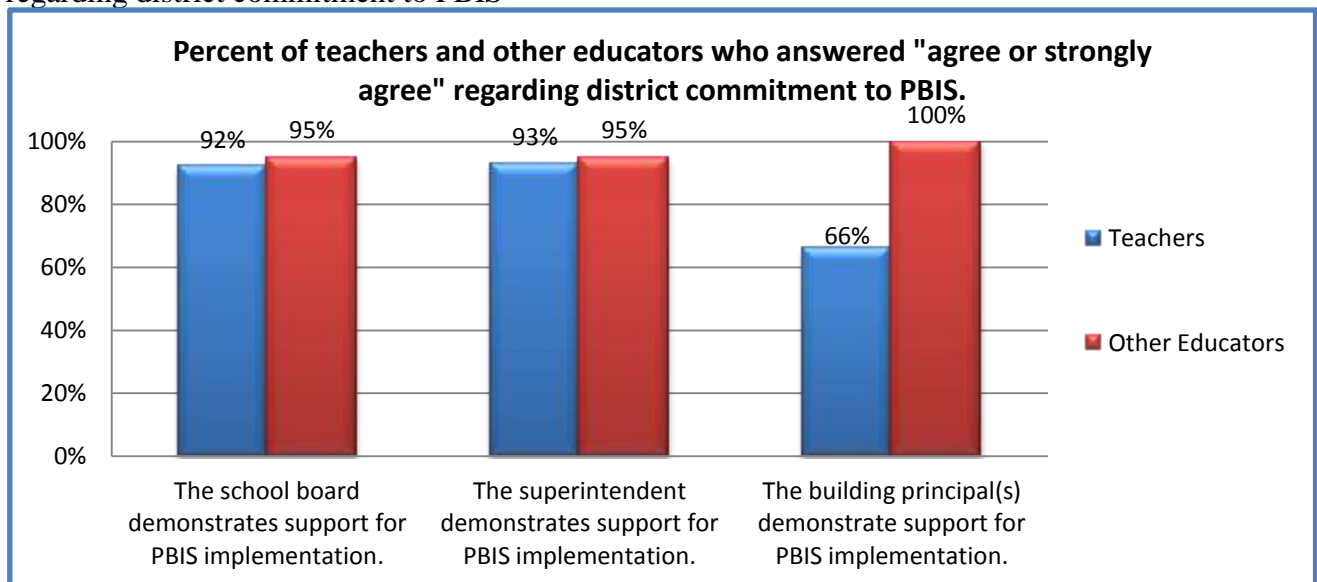


Teachers' question 2 and other educators' question 1 asked: *Please rate your level of agreement regarding DISTRICT commitment to PBIS. Select the answer that most accurately reflects your perception.*

Answer choices

- Strongly disagree
- Disagree
- Agree
- Strongly agree

Chart 39: Percent of teachers and other educators who answered "agree or strongly agree" regarding district commitment to PBIS



Recommendation: District Commitment 5: Ensure administrative support at all levels of the district

It is recommended that the South Dakota DOE continue to provide professional development to administrators and school boards about all elements of PBIS. Clarity could be provided regarding how support from school boards, superintendents and principals is demonstrated or measured. A reporting tool could be developed to collect and measure data related to this district commitment.

PBIS planning and communication should continue at the local level to ensure and enhance administrative support of PBIS among school board members, superintendents, and principals and school staff.

End of District Commitment Findings and Recommendations

School Commitments

The SD PBIS State Plan and the Application for Participation clearly outlines the commitments school districts are required to fulfill. In both the 2006 and 2011 editions, there are nine commitments.

Seventeen (17) school districts across the state are currently participating in the PBIS initiative as cohort districts; therefore agree to district commitments. In 2009-2010, the following forty-three (43) school buildings agreed to the school commitments as outlined in the SD PBIS Initiative:

School Commitments

The SD PBIS State Plan and the Application for Participation clearly states, *“Administration will demonstrate 100% buy-in for PBIS and program sustainability.”*

The schools/districts in blue print were new to PBIS during 2010-2011.

During the 2010-2011 school year, the following forty-seven (47) school buildings agreed to the school commitments as outlined in the South Dakota PBIS Initiative:

1. Andes Central Elementary (K-6)
2. [Britton-Hecla Elementary School \(K-6\)](#)
3. Canton Middle School (6-8)
4. Canton High School (9-12)
5. [EDEC \(High Impact Career Academy 9-12\)](#)
6. Gayville-Volin Elementary (K-5)
7. Gayville-Volin Middle School (6-8)
8. Gayville-Volin High School (9-12)
9. [Harrisburg Middle School \(6-8\)](#)
10. [Henry School District \(K-12\)](#)
11. Huron Buchanan Elementary (K-5)
12. Huron Madison Elementary (K-5)
13. Lennox Elementary (K-5)
14. Lennox Chancellor Elementary (K-5)

15. Lennox Worthing Elementary (K-5)
16. Lennox Middle School (6-8)
17. Mitchell Gertie Belle Rogers Elementary (K-5)
18. Mitchell Longfellow Elementary (K-5)
19. Plankinton Elementary (K-6)
20. Plankinton Junior High (7-8)
21. Plankinton High School (9-12)
22. Sisseton Westside Elementary (K-5)
23. Sisseton Middle School (6-8)
24. Sisseton High School (9-12)
25. [Summit School District \(K-12\)](#)
26. Todd Co. He Dog Elem. (K-5)
27. Todd Co. Klein Elem. (K-8)
28. Todd Co. Lakeview Elem. (K-8)
29. Todd Co. Littleburg Elem. (K-8)
30. Todd Co. O’Kreek Elem. (K-8)
31. Todd Co. North Elem. (K-3)
32. Todd Co. South Elem. (4-5)
33. Todd Co. Spring Creek Elem. (K-8)
34. Todd Co. Middle School (6-8)
35. Todd Co. High School (9-12)
36. Todd Co. Intervention Center
37. Viborg Elementary (K-6)
38. Viborg Junior High (7-8)
39. Viborg High School (9-12)
40. [Wagner ELC \(Pre-K & Kindergarten\)](#)
41. [Wagner Elementary \(1-4\)](#)
42. [Wagner Middle School \(5-8\)](#)
43. [Wagner High School \(9-12\)](#)
44. West Central Hartford Elementary (K-5)
45. West Central Humboldt Elementary (K-5)
46. West Central Middle School (6-8)
47. West Central High School (9-12)

School Commitment 1: Participating schools **will make PBIS one of the top three school improvement goals** until the program is fully-implemented and self-sustaining.

Finding: **There is insufficient data to draw conclusions about schools making PBIS one of the top three school improvement goals.**

Data related to school improvement goals could be located at the local level, in school improvement plans reported to the SD DOE, and in PBIS documents submitted to Rebecca Cain. Those documents are not included in this report.

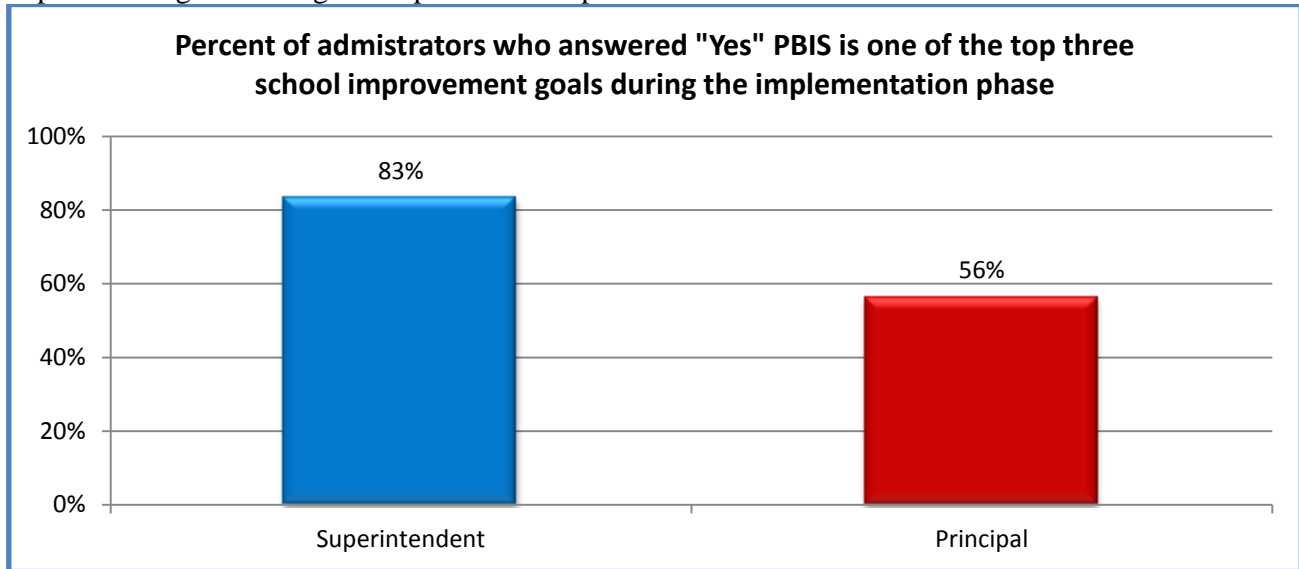
Additionally, as part of the PBIS application process, a letter of commitment is drafted and signed by the superintendent and building principals. The first commitment states that behavior management/social skills development is identified as one of the three primary goals within the district. Those letters are on file with Rebecca Cain, SD DOE.

Superintendents' question 3 and principals' question 2 directly asked: *Is your DISTRICT committed to the implementation of PBISIs PBIS is one of the top three school improvement goals during the implementation phase?*

Answer choices:

- Not part of our PBIS process
- No, not yet
- Yes

Chart 40: Percent of administrators who answered "yes" PBIS is one of the top three school improvement goals during the implementation phase

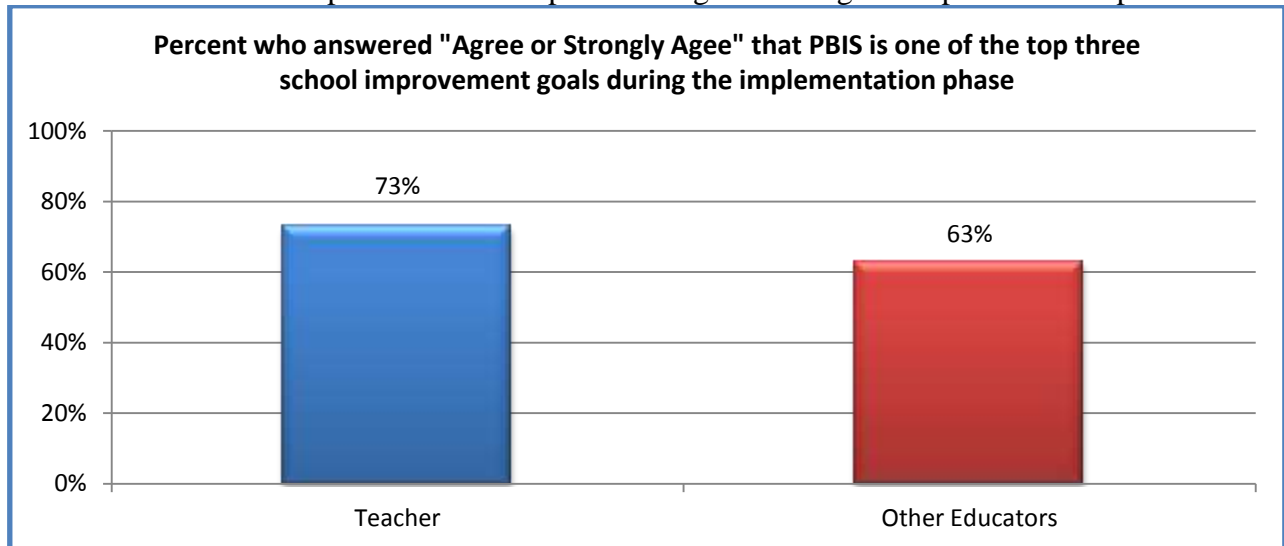


Teachers' question 2 and other educators' question 1 asked: *Please rate your level of agreement regarding DISTRICT commitment to PBIS. Select the answer that most accurately reflects your perception. PBIS is one of the top three school improvement goals during the implementation phase.*

Answer choices

- Strongly disagree
- Disagree
- Agree
- Strongly agree

Chart 41: Percent of teachers and other educators who answered “agree or strongly agree” that PBIS is one of the top three school improvement goals during the implementation phase



Recommendation: School Commitment 1: Participating schools will make PBIS one of the top three school improvement goals until the program is fully-implemented and self-sustaining.

SD DOE could provide more clarity regarding what is meant by “fully-implemented and self-sustaining.” How does a school know when this commitment has been met?

Making PBIS one of the top three school improvement goals is an important element to district-wide commitment to PBIS. SD DOE could continue to stress this during training and technical support. Districts should continue to commit to making PBIS one of the top three school improvement goals. School staff at all levels should be aware of and support actions taken to attain the district’s school improvement and PBIS goals.

School Commitment 2: Administration will demonstrate 100% buy-in for PBIS implementation and program sustainability.

Finding: **There is insufficient data to draw conclusion about attainment of this school commitment.** It should be noted, however, that superintendents and principals indicated the following in response to a survey question about commitment to PBIS; **indicating a less than 100% buy-in.**

Superintendent's question 3:			
	Not part of our PBIS process	No, not yet	Yes
I demonstrate support for PBIS implementation.	0.0%	8.30%	91.70%
Building principals demonstrate support for PBIS implementation.	0.0%	8.30%	91.70%

Principals' question 3:			
	Not part of school's PBIS process	No, not yet	Yes
The superintendent demonstrates support for PBIS implementation.	9.40%	12.50%	78.10%
As building principal, I support PBIS implementation.	0.0%	0.0%	100.00%

Recommendation: School Commitment 2: Administration will demonstrate 100% buy-in for PBIS implementation and program sustainability.

Administrative understanding and support of PBIS is critical to program implementation and sustainability. **Additional clarity could be provided regarding what is meant by “100% buy-in, how that is demonstrated, and how attainment will be determined.** Data should continue to be collected and submitted to Rebecca Cain, state PBIS coordinator.

School Commitment 3: At least 80% of all school staff will demonstrate buy-in and support for program sustainability.

Finding: **There is a lack of clarity in what is meant by “all school staff” and how staff would demonstrate buy-in and support program sustainability.** Full implementation of PBIS involves all staff: administrators, teachers, other educators, para-professionals, office staff, janitors, food service workers, medical staff, bus drivers and other adults who work in any capacity with students. Survey data is collected from only educational staff.

Superintendents and principals were asked if staff demonstrates buy-in. (Staff was not defined in the question.)

80% or more of the staff demonstrates support for PBIS implementation.			
	Not part of school's PBIS process	No, Not Yet	Yes
Superintendent	0.00%	16.70%	83.30%
Principal	3.10%	18.80%	78.10%

Recommendation: School Commitment 3: At least 80% of all school staff will demonstrate buy-in and support for program sustainability.

Staff understanding and support is critical to the implementation and sustainability of PBIS. **Additional clarity could be provided regarding how staff buy-in and support for program sustainability would be demonstrated.** School data should continue to be collected and submitted to Rebecca Cain, state PBIS coordinator.

A data collection tool or survey question could be designed to gather data from non-educational staff within the district.

School Commitment 4: All school staff will be involved in supporting the behavioral or social/emotional development of children and youth within the school. (For related data, reference PBIS Goal 2: *Create awareness and shared language for addressing the social/behavioral needs of children and youth.*)

Finding: There is insufficient data to draw conclusions about all school staff involvement.

There is limited data regarding which school staff is involved in PBIS and how they support the behavioral or social/emotional development of children and youth within the school.

There is a lack of clarity regarding what is meant by “all school staff.” PBIS literature suggests that “all staff” includes administrators, teachers, and all support staff (i.e. office staff, custodians, bus drivers, and food service personnel).

Additional clarity should be provided regarding support is demonstrated, and how attainment of this goal will be determined.

Recommendation: School Commitment 4: All school staff will be involved in supporting the behavioral or social/emotional development of children and youth within the school. Support of all school staff is critical to the implementation and sustainability of PBIS.

Districts should make a determination about what is meant by “all school staff.” Schools should have clarity regarding how staff will demonstrate support of the behavioral or social/emotional development of children and youth within the school. Data should continue to be collected and submitted to Rebecca Cain, state PBIS coordinator.

School Commitment 5: The school level team (a) will attend at least two trainings per year to (b) learn how to be a supportive structure within their school, as well as (c) learn new strategies, which will benefit students at all three levels?

Finding: School Commitment 5(a) School level team will attend at least two trainings per year This commitment is partially achieved.

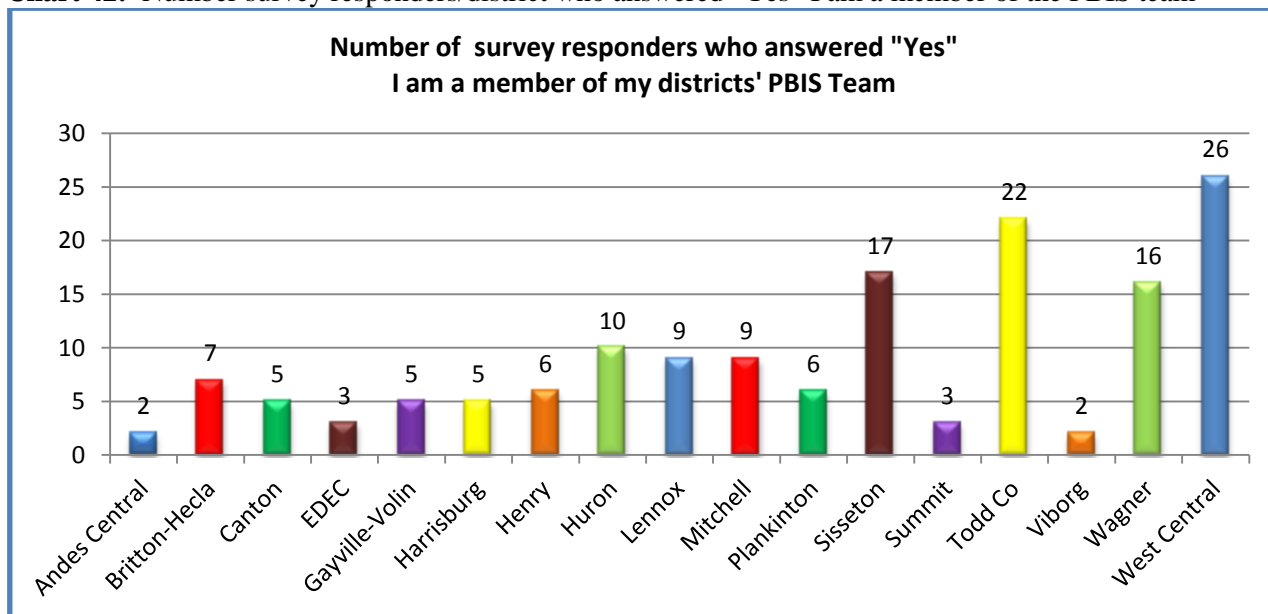
Rebecca Cain reported that period trainings are provided to PBIS districts, including the training in Sioux Falls, SD in July of each year. There is, however, limited data included in this report regarding (a) attendance at trainings; (b) what PD is provided that speaks to supportive structures within schools; and (c) and PD that helps participants learn new strategies to benefit students at all three (tertiary) levels

Information about school PBIS teams: One hundred and sixty (**160**) educators will identified as PBIS team members on the district contact lists provided by Rebecca Cain. All educators listed on the contact lists were invited to take the 2010-2011 PBIS survey.

One of the survey questions asked if they were a member of the PBIS team in their district/school. One hundred thirty four (134) educators said yes, they are members of the PBIS Team. Of the seventeen (17) districts participating in the project, one district did not designate PBIS team members on the contact list that was provided to the PBIS evaluation team by Rebecca Cain but educators from that district answered yes to the question,

The following chart indicates the number of PBIS team members by district according to the survey responses. This includes principals, teachers, and other educators who indicated that they are PBIS team members in their districts:

Chart 42: Number survey responders/district who answered “Yes” I am a member of the PBIS team



Information about training for PBIS teams:

The South Dakota PBIS State Plan speaks to a training plan, which can be found at the following website link: <http://doe.sd.gov/oess/specialed/forms/pdf/STATEPLANFINAL.pdf>.

The training plan (page 7) states that: **A set training curriculum will be provided to all participating school teams that will include the following components:**

- Systems change that develops system capacity to support and sustain the change needed to produce long-term positive outcomes
- Effective disciplinary principles and practices
- Data-based decision-making and evaluation of instructional strategies and curriculum components
- Application of research-validated instruction and behavior management practices

The South Dakota PBIS State Plan also outlines a three-year training plan, as indicated below:

Year One (the first year a school participates in the project):

- One-day orientation for assigned coaches
- One three-day training for school teams that includes practice and action planning
- One day of coaches' training

Year Two (the second year of a school's implementation cycle):

- Booster training designed specifically from data on progress as determined by the completion of the Benchmarks of Quality
- Follow-up with coaches

Year Three (and on-going):

- Implementers forum designed for schools to showcase what is happening and to share and learn from each other
- Training on secondary and tertiary applications

There is no data included in this report regarding which district PBIS team members attended at least two trainings per year. There is lack of clarity regarding what is meant by "at least two trainings a year." Rebecca Cain indicated that one summer training was scheduled in July 2010 in Sioux Falls. There is no information regarding any subsequent training provided.

While there is some question about what PBIS training is required, the survey data indicates that some district staff did participate in the state-provided PBIS training in Sioux Falls in 2010 or previously.

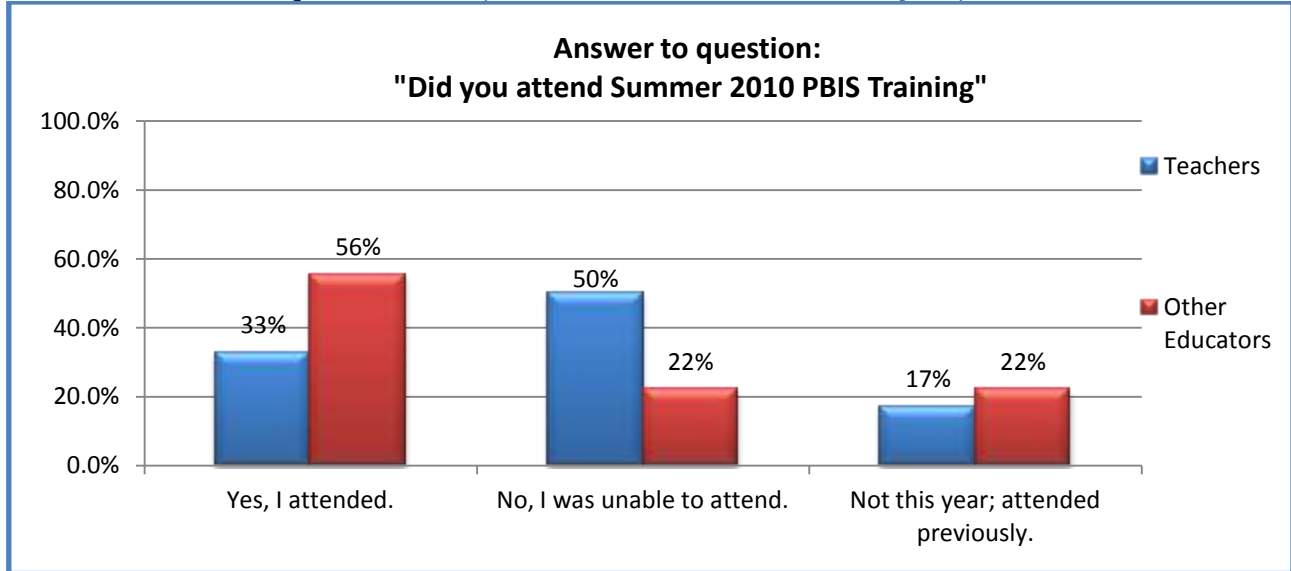
Thirty-three percent (33%) of teachers and fifty-six percent (56%) of other educators who identified themselves as being members of the PBIS team participated in the summer PBIS training that was offered during the summer of 2010.

If they answered "Yes" I am a PBIS Team Member: Teachers' question 17 and other educators' question 8 asked, "*SD DOE provided a three-day PBIS implementation training on July 20-22, 2010 in Sioux Falls. Did you attend this training?*"

Answer choices

- Yes, I attended.
- No, I was unable to attend.
- Not this year; attended previously.

Chart 43: Answer to question: “Did you attend summer PBIS training July 2010 in Sioux Falls?”



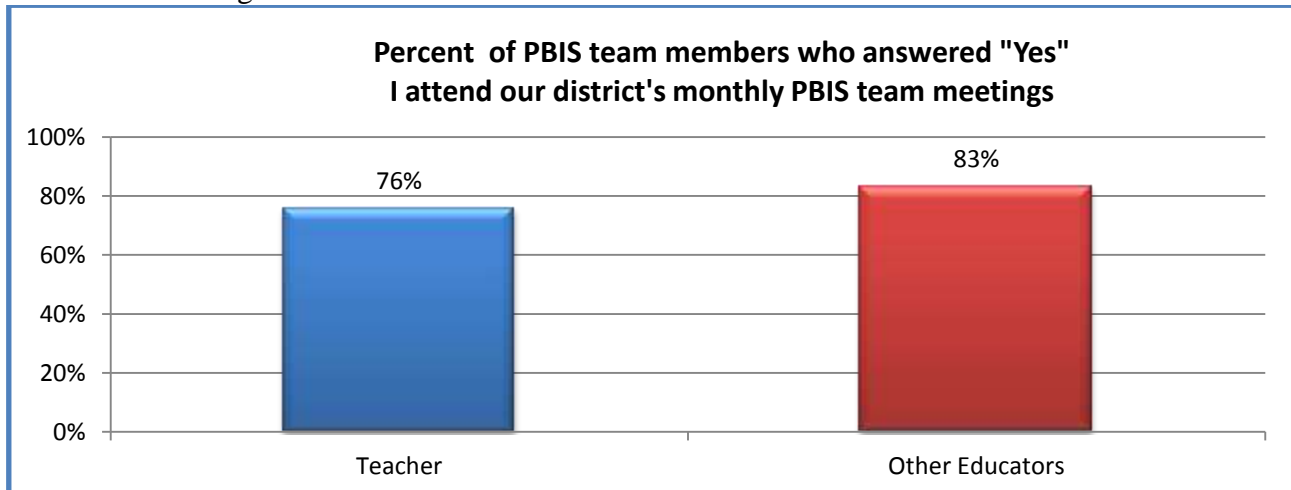
Note: The above chart reflects that 55% of teachers and 77% of other educators who serve on PBIS teams have attended training. That also reflects that 45% of teachers and 23% of other educators who serve on PBIS committees have not attended state-level training.

Teachers and other educators were asked Survey participants were asked to respond to the following statement: *I attend our district's monthly PBIS team meetings.*

Answer choices

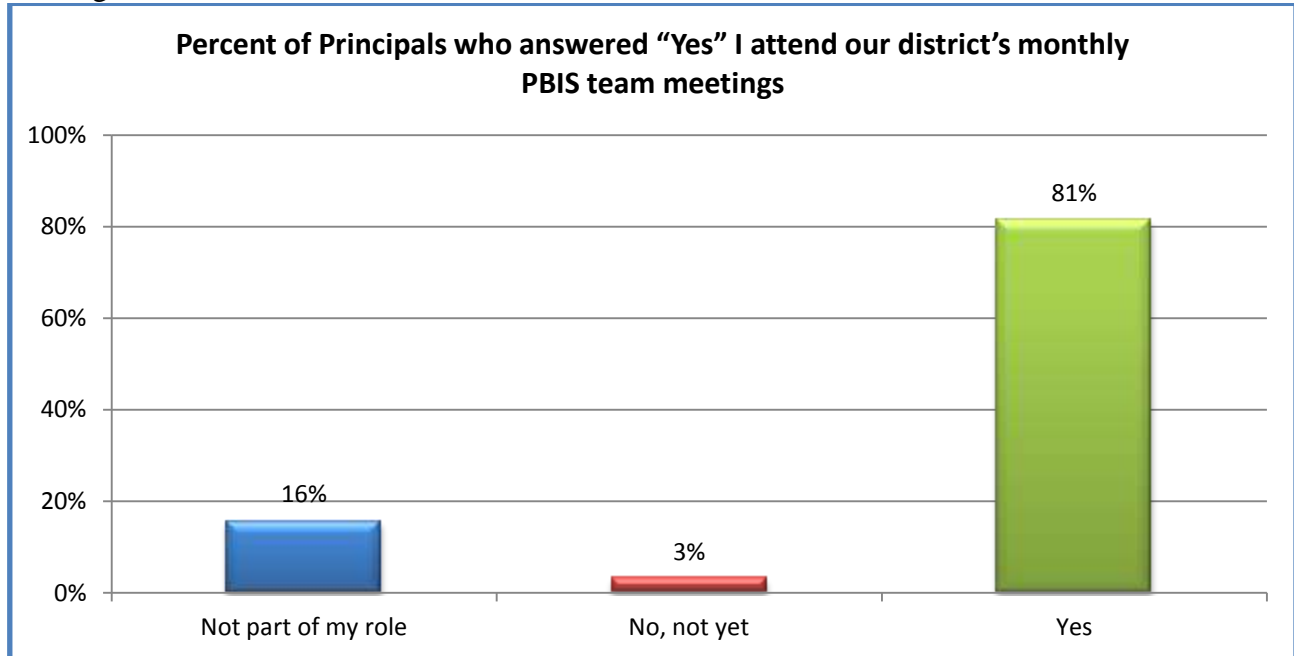
- Not part of our PBIS process
- No, not yet
- Yes

Chart 44: Percent of PBIS team members who answered “yes” I attend our district’s monthly PBIS team meetings



Principals were also asked if they attend the monthly PBIS team meetings.

Chart 45: Percent of Principals who answered “Yes” I attend our district’s monthly PBIS team meetings



School Commitment 5(b): PBIS team members should learn how to be a supportive structure within their school

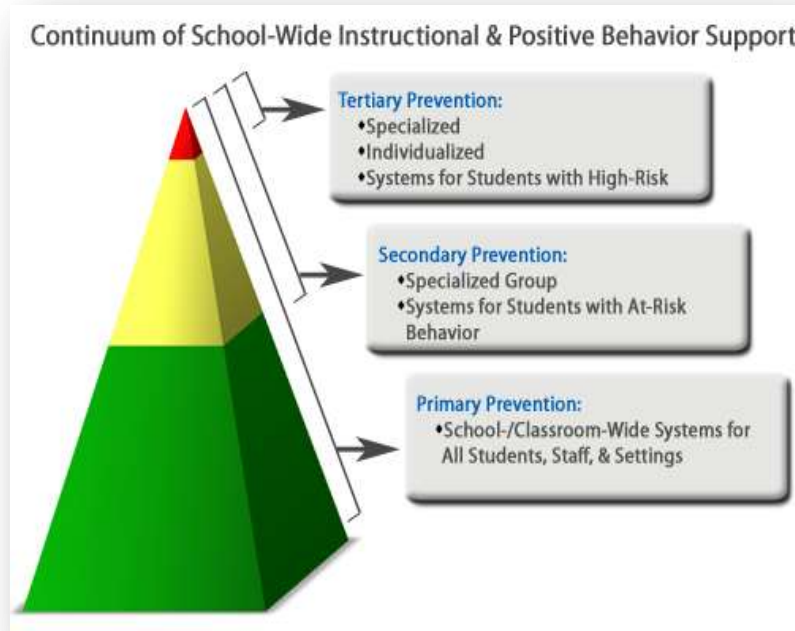
Finding School Commitment 5(b): **There is insufficient data to draw conclusions about team members learning how to be a supportive structure within their school.**

It is not clear what is meant by “learn how to be a **supportive structure** within their school.” The curriculum material included in the binder titled “*Tier 1 Positive Behavior Support Team Training 2009-2010*,” provides information about team member roles and responsibilities; however, there is no specific information about (b) how to be a supportive structure within their school or (c) the learning of new strategies that will benefit students at all three levels.

School Commitment 5(c) learn new strategies, which will benefit students at all three levels.

Finding: There is insufficient data to draw conclusions about team members learning new strategies to benefit students at all three levels.

The OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports (PBIS) provides the following diagram to describe the three levels reference in 5(c).



Source: <http://www.pbis.org/>

Regarding PBIS strategies that benefit students at all levels, a sample of strategies are provided during trainings and are available at various websites, including Florida's Positive Behaviors Support Project at <http://flpbs.fmhi.usf.edu/> or The OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports at <http://www.pbis.org/> PBIS.

PBIS.org provides examples of primary/universal level strategies that apply to all staff, students, and areas in the school setting. These strategies are preventive and proactive. School-wide PBIS (SW-PBIS) first establishes strong prevention through the implementation of organization-wide systems that actively teach and recognize appropriate social skills and behavior, using consistent systems to discourage inappropriate behavior and educate all staff about how to implement and participate in the process.

In addition, staff members are taught how to collect and utilize data for effective decision-making related to the overall culture and climate of their organization and the effectiveness of these universal systems and practices. Here are some examples of primary/universal support strategies:

- Administrative leadership
- Team-based implementation
- Defined and prominently posted behavior expectations (an example is a matrix of what it looks like and means to come prepared or to show self-control.)
- Teaching of behavioral expectations (such as “Be Safe, Be Responsible, Be Respectful”)
- Acknowledgment and positive reinforcement of appropriate behavior (for example, “Thank you for walking rather than running through the hallway.”)
- Monitoring and correcting behavior errors (for example, ask a student, “What is the school expectation about cafeteria behavior?”)
- Data-based decision making (examples include observations, tally sheets, school-wide information systems [SWIS])
- Family and community collaboration (for example, inviting family and community members to a PBIS kick-off event that the students are actively involved in, and sending home regular updates on the progress of implementation.)

Source: <http://www.crisisprevention.com/Blogs/PBIS-Post--A-Positive-Behavioral-Support-Blog/May-2011/The-Positive-Behavioral-Interventions-and-Supports>

Recommendation: School Commitment 5: The school level team (a) will attend at least two trainings per year to (b) learn how to be a supportive structure within their school, as well as (c) learn new strategies, which will benefit students at all three levels? The state-level PBIS team

- **Should continue to offer trainings to school-level teams to provide processes and procedures for supporting PBIS implementation within the district**
- **Could clarify what is meant by “learn how to be a supportive structure within their school.” There is not information regarding what the term *supportive structure* means**
- **Could provide additional opportunities for school personnel to learn about strategies that benefit students at all three tertiary levels; an important facet of PBIS**
- **Could provide more technical support to PBIS teams as they assist schools during implementation of PBIS with a high level of fidelity**

Additionally, the PBIS leadership team could provide districts with additional guidance regarding:

- When and how PBIS school-level team members are selected.
- Since school commitment 5 states that team members will attend at least two trainings a year, additional clarity could be provided regarding when and where the trainings are to be held, what information is to be covered, and who is responsible for providing the training – someone within the district or state-provided training.
- Do the state-level PBIS trainers provide the two required training? If so, how, when and where is the training provided.
- Is there financial support for the cost to schools or personnel to attend?
- How are team members notified about state-level training?
- How does the district provide training for school-level team members who are unable to attend at least two trainings per year?

State-level PBIS trainers could provide additional information to the data collection team that reflects the trainings provided to staff in PBIS schools so that data could be included in the yearly data report.

School Commitment 6: The school-level team will (a) meet at least ~~two times per month~~ monthly to (b) plan and support school staff and the strategies being implemented. ~~Two times per month was changed to monthly in the March 2011 version to more accurately reflect actual practice.~~

Finding School Commitment 6 (a): **While there is insufficient data to draw conclusions about whether school-level teams meet ~~two times per month~~, a percentage of teachers, other educators, and principals indicate they meet monthly .** Ms. Cain indicated that schools do collect and report data to her via **monthly** PBIS team meeting reports. Contact Rebecca Cain for more information.

While no specific information about team meetings are included in this report, 2010-2011 survey data indicates that **76% of teachers and 83% of other educators** who serve on PBIS teams and **81% of principals** attend the monthly PBIS team meetings.

Finding School Commitment 6 (b): **While there is insufficient data to draw conclusions about whether school-level teams plan and support school staff and the strategies being implemented, a percentage of teachers, other educators, and principals indicate that they fulfill team responsibilities as outline in the SD PBIS State Plan.**

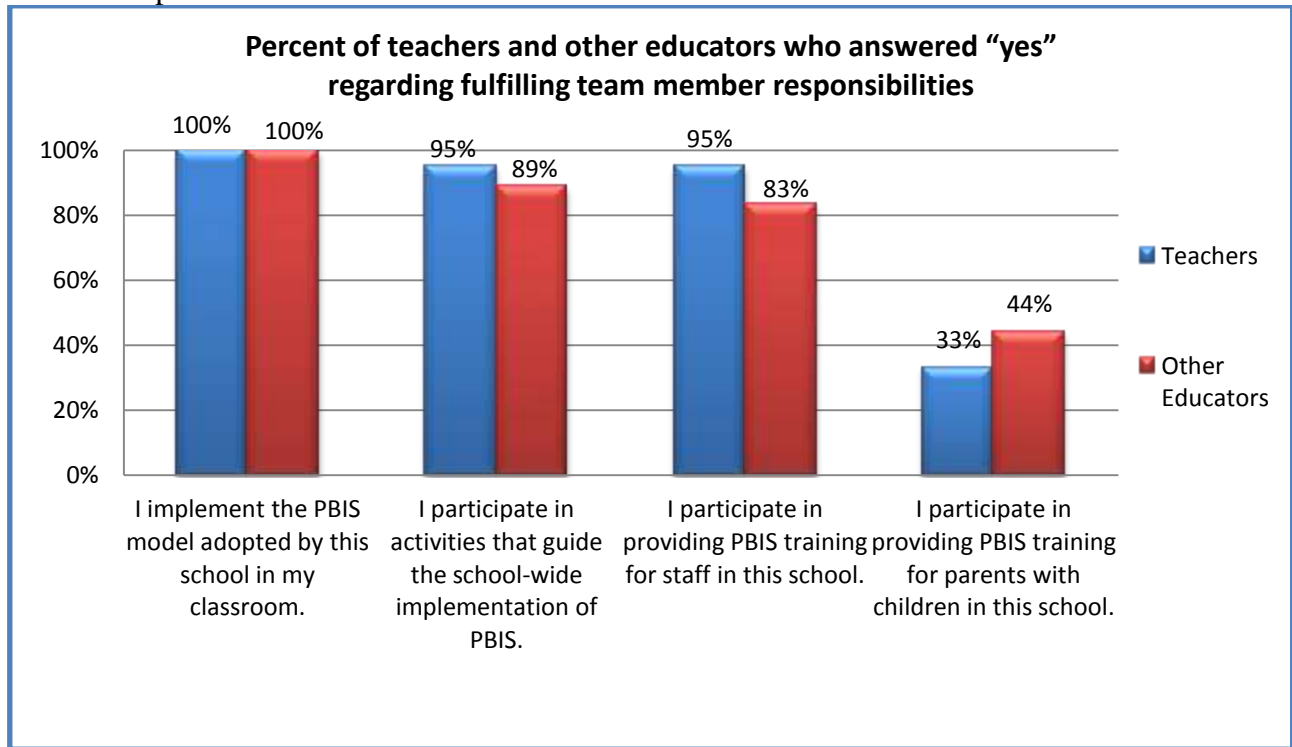
Teachers' question 19 and other educators' question 10 asked, "*As a member of the PBIS team, are you able to fulfill team member responsibilities?*"

- I implement the PBIS model adopted by this school in my classroom.
- I participate in activities that guide the school-wide implementation of PBIS.
- I participate in providing PBIS training for staff in this school.
- I participate in providing PBIS training for parents with children in this school.

Answer choices

- Not part of our PBIS process
- No, not yet
- Yes

Chart 46: Percent of teachers and other educators who answered “yes” regarding fulfilling team member responsibilities

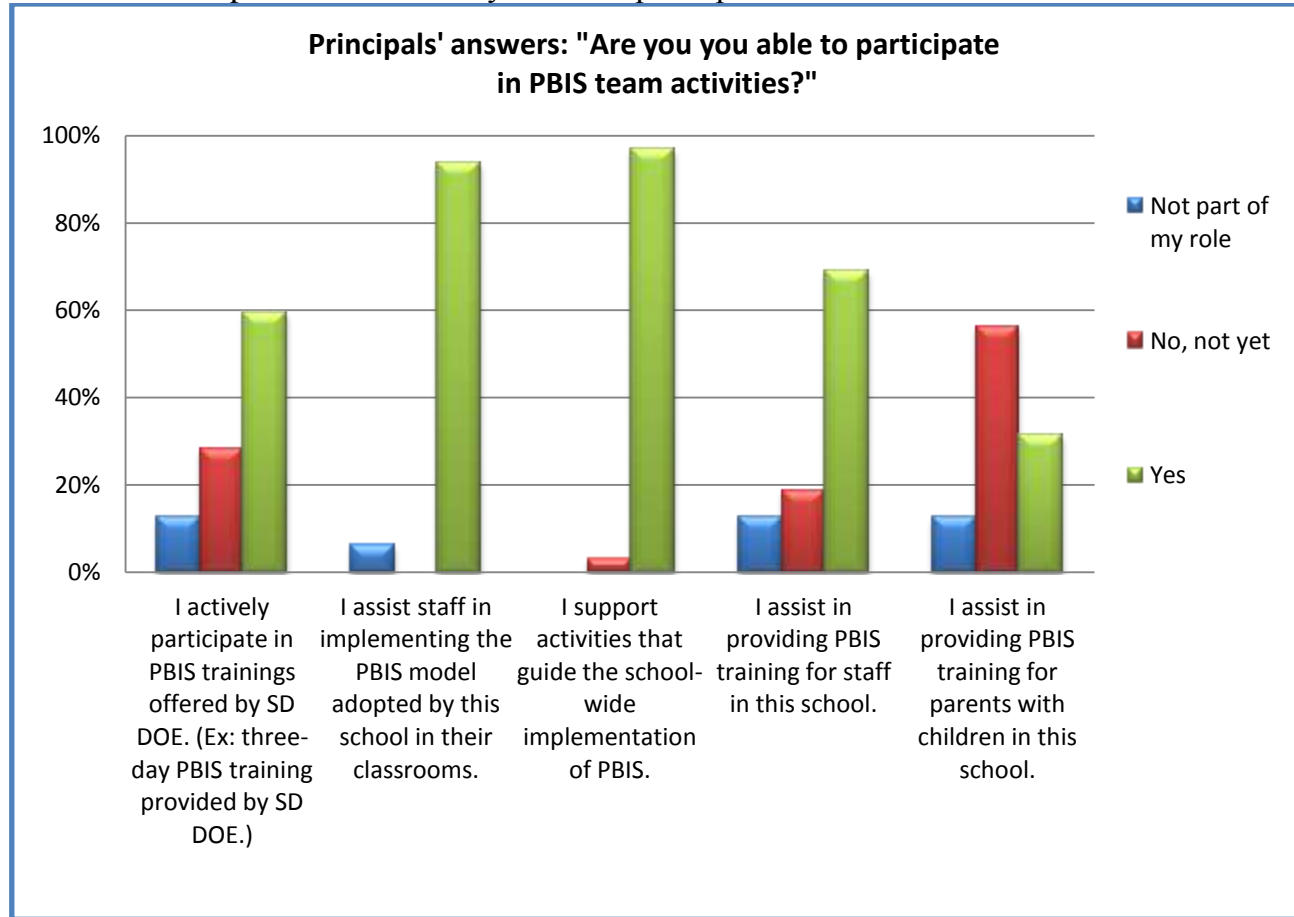


Principals’ question 16 asked, “Are you able to participate in PBIS team activities?”

- I actively participate in PBIS trainings offered by SD DOE. (Ex: three-day PBIS training provided by SD DOE.)
- I assist staff in implementing the PBIS model adopted by this school in their classrooms.
- I support activities that guide the school-wide implementation of PBIS.
- I assist in providing PBIS training for staff in this school.
- I assist in providing PBIS training for parents with children in this school.

Answer choices

- Not part of my role
- No, not yet
- Yes

Chart 47: Principals' answers: "Are you able to participate in PBIS team activities?"

Recommendation: School Commitment 6: The school-level team will (a) meet at least ~~two times per month~~ monthly to (b) plan and support school staff and the strategies being implemented. ~~The school-level team should continue to meet at least two times per month to plan and support school staff and the strategies being implemented. Agendas and meeting outcomes should be developed to make meetings meaningful.~~ State level PBIS staff could develop templates for schools to use when planning and holding meetings. Data should be used to make programmatic decisions at the local-level. Data from these meetings should continue to be reported to Ms. Cain via the monthly PBIS team meeting reports. SD DOE should continue to utilize school data to make state-level programmatic decisions.

School Commitment 7: School staff will ensure that evaluation data are collected and submitted in a timely manner.

Finding: ~~There is insufficient data to draw conclusions about school staff ensuring that evaluation data are collected and submitted in a timely manner.~~

There is a lack of clarity in what is meant by "school staff," how, when, and to whom the data is reported.

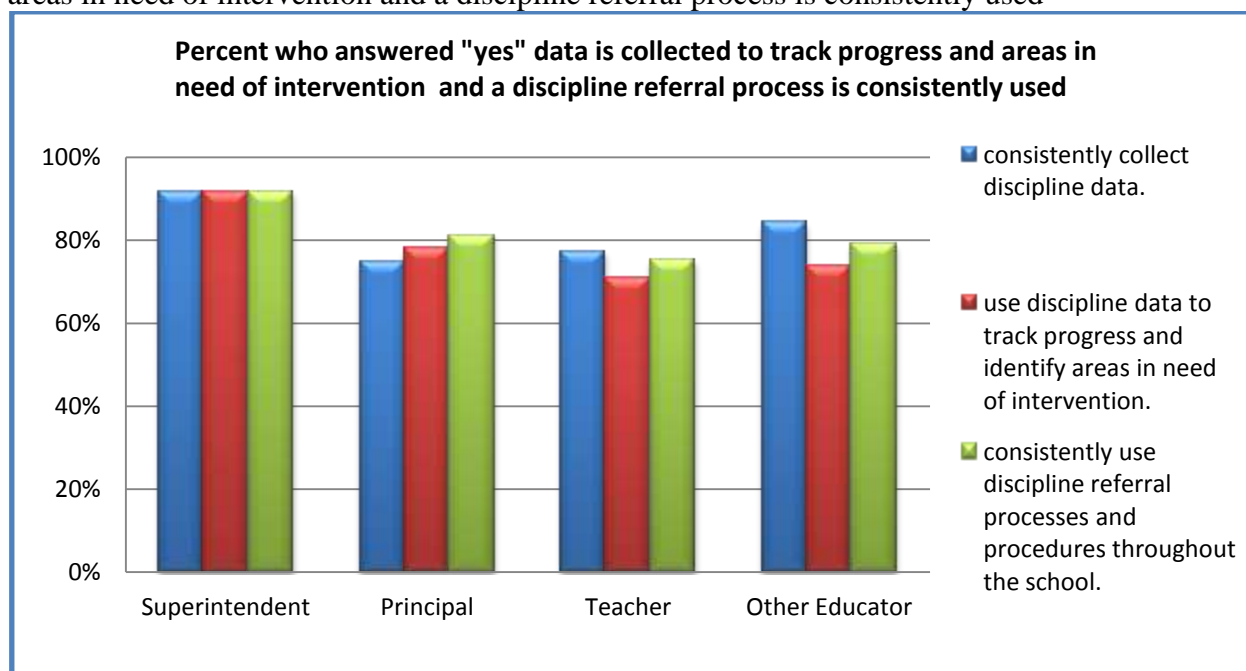
While no specific information about the collection and submission of evaluation data is included in this report, district staff indicate discipline data is collected and analyzed. Superintendents' question 5 and principals', teachers' and other educators' question 4 asked, *Please answer the following about implementation of PBIS in SCHOOLS in your district that are implementing PBIS. Principals and staff in this district's school...*

- consistently collect discipline data.
- utilize a database that is user-friendly. (SWIS or Infinite Campus)
- use discipline data to track progress and identify areas in need of intervention.
- consistently use discipline referral processes and procedures throughout the school.

Answer choices

- Not part of our PBIS process
- No, not yet
- Yes

Chart 48: Percent of those who answered “yes” data is collected and utilized to track progress, areas in need of intervention and a discipline referral process is consistently used



Recommendation: School Commitment 7: School staff will ensure that evaluation data are collected and submitted in a timely manner.

There is lack of clarity in what is meant by “school staff,” “evaluation data,” and “timely manner.” **South Dakota DOE could provide more clarity to school districts about the process of collecting and reporting data.** A data collection tool could be developed to ensure uniformity of reporting information to the state PBIS team.

School Commitment 8: The school level team will analyze the data and utilize the findings to guide staff in the implementation of PBIS.

Finding: **There is insufficient data to draw conclusions** about the school level team analyzing and utilizing data to guide staff in the implementation of PBIS

While the extent to which school-level teams analyze behavior and other data to guide staff in the implementation of PBIS is not known, all districts appear to have teams in place.

Reference School Commitment #5 and the data chart related to use of data to track progress and identify areas in need of intervention.

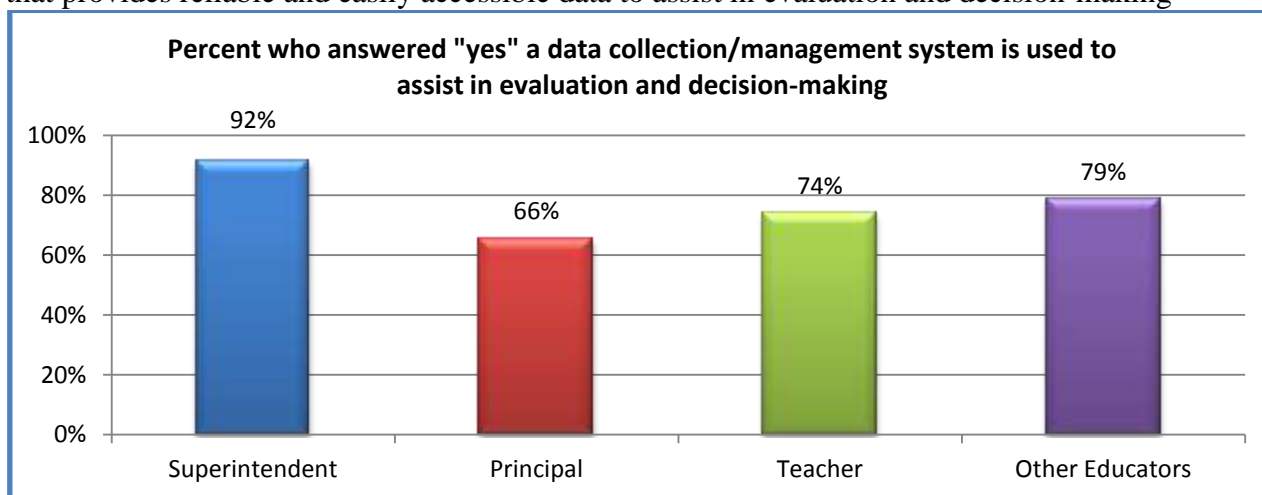
Administrators and teachers were asked to indicate to what extent they believe that principals and staff in the district's schools use discipline data to track progress and identify areas in need of intervention.

Superintendents' question 4 and principals', teachers' and other educator's question 3 asked, *Please answer the following about implementation of PBIS in your DISTRICT. This district ...uses a data collection/management system that provides reliable and easily accessible data to assist in evaluation and decision-making.*

Answer choices

- Not part of our PBIS process
- No, not yet
- Yes

Chart 49: Percent who answered "yes" this district uses a data collection/management system that provides reliable and easily accessible data to assist in evaluation and decision-making



Recommendation: School Commitment 8: The school level team will analyze the data and utilize the findings to guide staff in the implementation of PBIS.

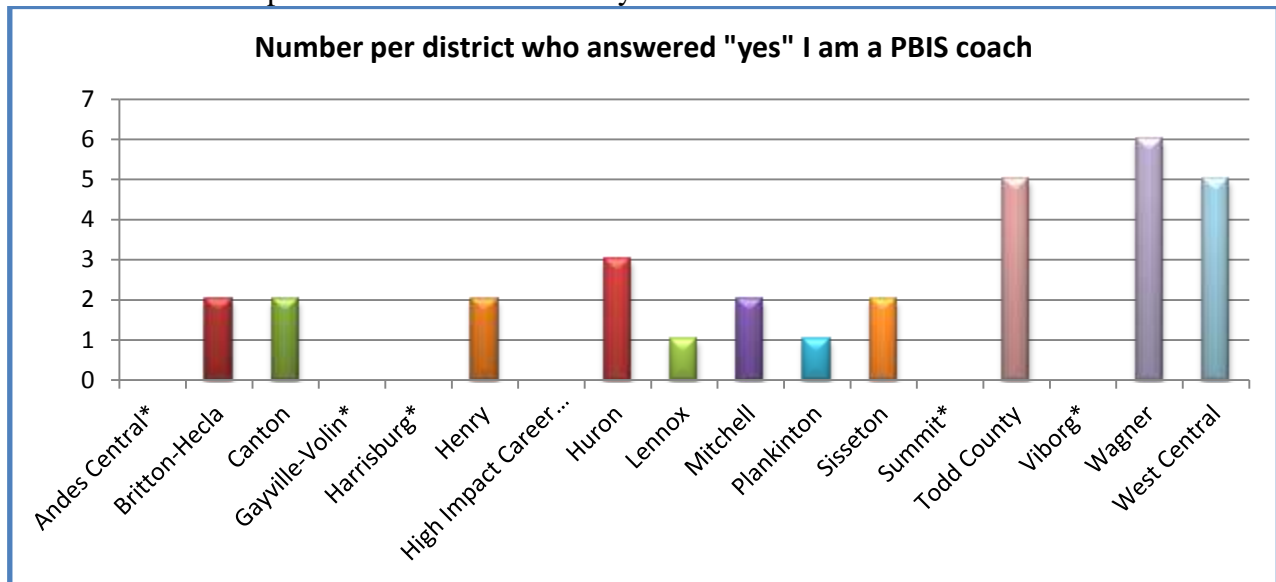
The school-level teams should continue to analyze the data and utilize the findings to guide staff in the implementation of PBIS. Additional data should be collected by the state-level PBIS team and the data collection team for inclusion in the annual data report.

School Commitment 9: Each participating school will work with a PBIS Coach who will provide leadership to the school level team as well as the rest of the school staff.

Finding: **There is insufficient data to draw conclusions about what leadership PBIS coaches provide to school level teams and the rest school staff. A percentage of survey participants indicate they fulfill coaching responsibilities as time allows.**

While it is not known if each participating school works with a PBIS Coach who provides leadership, it appears that every cohort district has one or more individuals who identify themselves as PBIS coaches. While taking the on-line PBIS survey, school district staff was asked to answer PBIS coach specific questions **IF** they served as a coach in their school.

Chart 50: Number per district who answered "yes" I am a PBIS coach



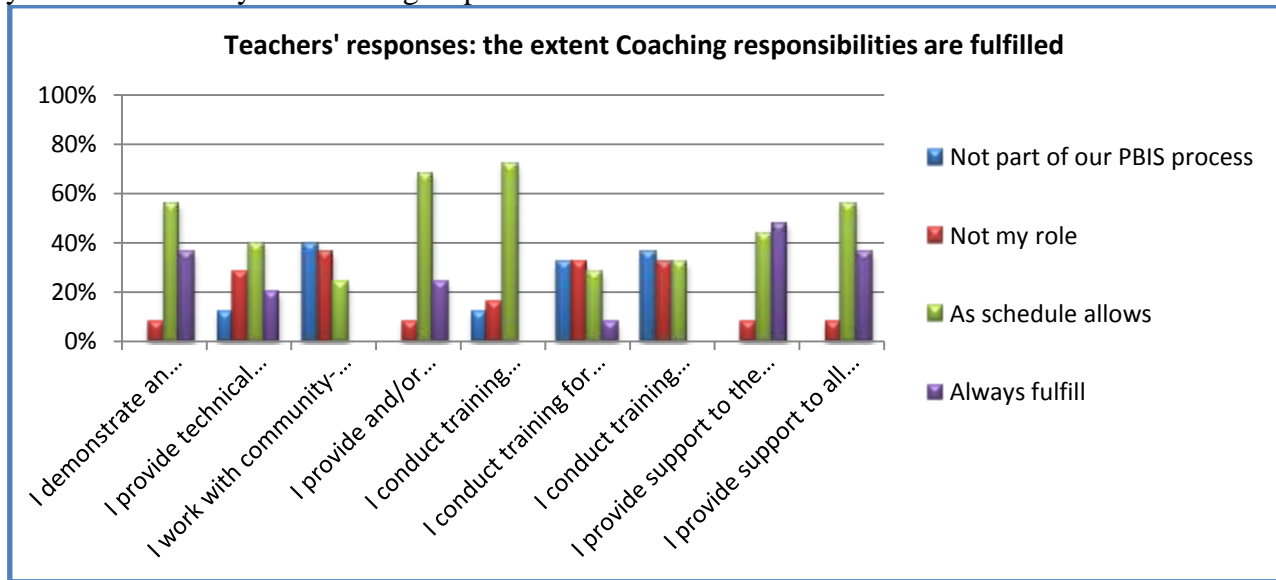
Even though districts identified PBIS coaches on the district contact lists, no one from Andes Central, Gayville-Volin, Harrisburg, Summit, or Viborg identified themselves as coaches on the survey.

Teachers' question 21 and other educators' question 12 asked, *As a PBIS COACH in your district/school, to what extent are you able to fulfill your coaching responsibilities?*

Answer choices:

- Not part of our PBIS process
- Not my role
- As schedule allows
- Always fulfill

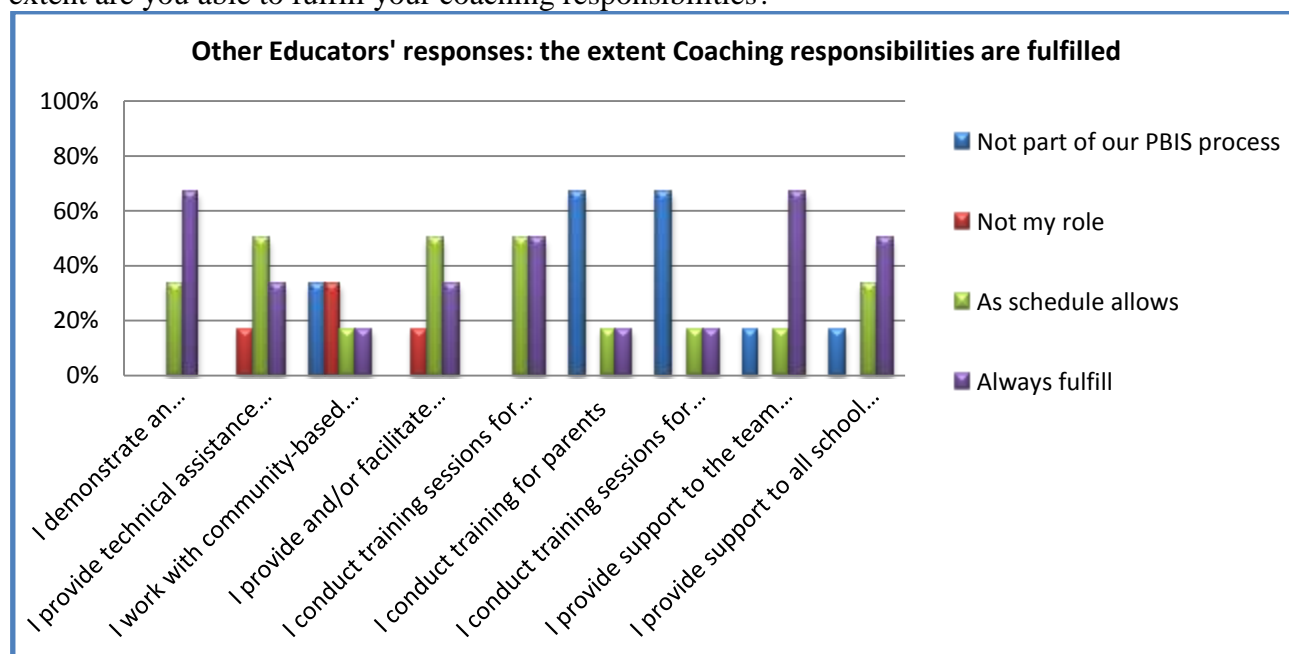
Chart 51: Teacher responses to “As a PBIS COACH in your district/school, to what extent are you able to fulfill your coaching responsibilities?”



The following table reflects the answers provided by teachers.

Teachers' Answers	Not part of our PBIS process	Not my role	As schedule allows	Always fulfill
I demonstrate an understanding of PBIS processes and procedures.	0%	8%	56%	36%
I provide technical assistance in maintaining behavioral records, progress reports, and data analysis.	12%	28%	40%	20%
I work with community-based agencies and services to support PBIS.	40%	36%	24%	0%
I provide and/or facilitate activities as identified and needed by the PBIS team.	0%	8%	68%	24%
I conduct training sessions for staff.	12%	16%	72%	0%
I conduct training for parents.	32%	32%	28%	8%
I conduct training sessions for members of the community.	36%	32%	32%	0%
I provide support to the team in their efforts to implement PBIS.	0%	8%	44%	48%
I provide support to all school staff in their efforts to implement PBIS with fidelity.	0%	8%	56%	36%

Chart 52: Other Educator responses to “As a PBIS COACH in your district/school, to what extent are you able to fulfill your coaching responsibilities?”

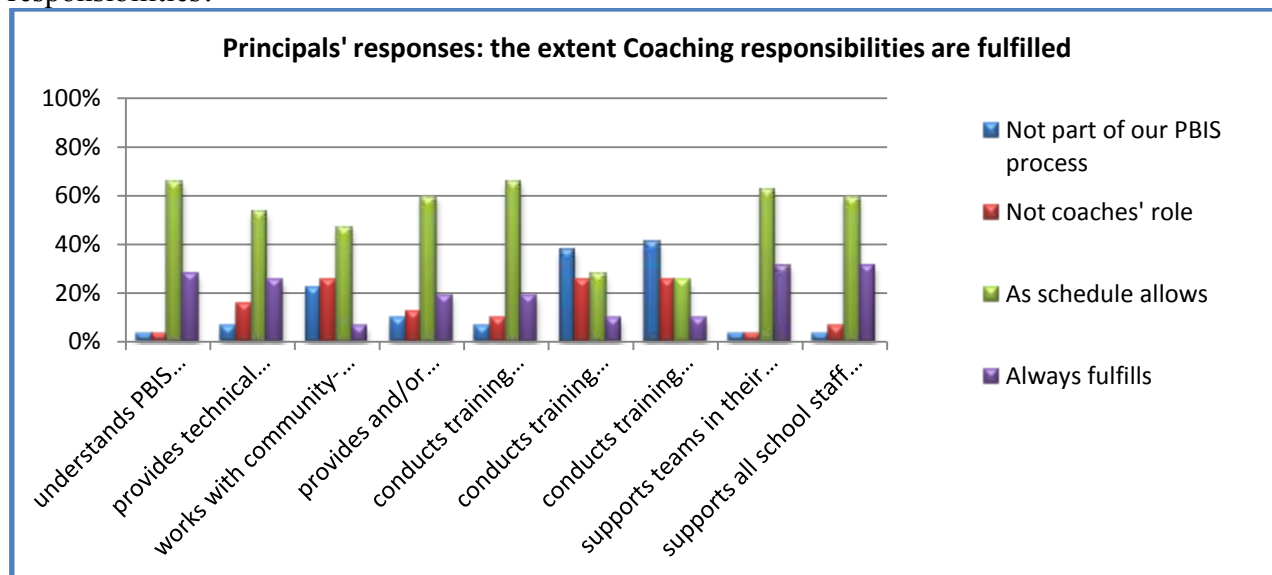


The following table reflects the answers provided by other educators.

Other Educators' Answers	Not part of our PBIS process	Not my role	As schedule allows	Always fulfill
I demonstrate an understanding of PBIS processes and procedures.	0%	0%	33%	67%
I provide technical assistance in maintaining behavioral records, progress reports, and data analysis.	0%	17%	50%	33%
I work with community-based agencies and services to support PBIS.	33%	33%	17%	17%
I provide and/or facilitate activities as identified and needed by the PBIS team.	0%	17%	50%	33%
I conduct training sessions for staff.	0%	0%	50%	50%
I conduct training for parents.	67%	0%	17%	17%
I conduct training sessions for members of the community.	67%	0%	17%	17%
I provide support to the team in their efforts to implement PBIS.	17%	0%	17%	67%
I provide support to all school staff in their efforts to implement PBIS with fidelity.	17%	0%	33%	50%

Principals' question 17 asked, *Each school district has one or more individuals serving as a PBIS coach. Please rate the level to which your school's PBIS coach(es) is/are able to fulfill coaching responsibilities. This school's PBIS coach _____.*

Chart 53: Principals' responses to "Are your school's PBIS coaches able to fulfill responsibilities?"



Principals' Answers	Not part of our PBIS process	Not coaches' role	As schedule allows	Always fulfills
understands PBIS processes and procedures.	3%	3%	66%	28%
provides technical assistance in maintaining behavioral records, progress reports, and data analysis.	6%	16%	53%	25%
works with community-based agencies and services to support PBIS.	22%	25%	47%	6%
provides and/or facilitates activities as identified and needed by the PBIS team.	9%	13%	59%	19%
conducts training sessions for staff.	6%	9%	66%	19%
conducts training sessions for parents.	38%	25%	28%	9%
conducts training sessions for members of the community.	41%	25%	25%	9%
supports teams in their efforts to implement PBIS.	3%	3%	63%	31%
supports all school staff in their efforts to implement PBIS with fidelity.	3%	6%	59%	31%

Recommendation: School Commitment 9: Each participating school will work with a PBIS Coach who will provide leadership to the school level team as well as the rest of the school staff. Coaching is a critical element for implementation with fidelity. **Each participating school should continue to identify, train, and provide administrative support to PBIS coach(es) in the district and at the school level.**

It is important that the individual(s) selected to serve as official PBIS coaches (1) are made aware of their selection as coach(es); (2) are aware of their coaching responsibilities; (3) sign the agreement to show their commitment to fulfilling their coaching responsibilities for the school year, and (4) receive administrative support necessary to fulfill coaching responsibilities.

The district should report to SD DOE the name of all district and school-level coaches. PBIS state leadership should maintain a data base of PBIS coaches in order to provide necessary training to coaches in all districts, maintain a system of communication and to provide technical assistance that may be needed.

End of School Commitment Findings and Recommendations

Coach Commitments/Role (Note: Charts #43-45 reflect information about coaching commitments listed below.)

The South Dakota PBIS Plan states that “the purpose of establishing a state-wide network of behavior support coaches is to create a core group of highly skilled school professionals who have:

- Fluency with PBIS systems and practices
- Capacity to deliver a high level of PBIS technical assistance, and
- Capacity to support teams in their efforts to implement PBIS practices and systems

The plan further states the following: “To be considered a coach, the professional should:

- Be employed or contracted for service by the district that is sending a school team with the intent to implement or expand PBIS during the following school year;
- Agree to attend all trainings with the team;
- Have an agreement with the district to serve as a coach;
- Agree to provide coaching support for one to three schools;
- Be capable of working with each school team leader to provide technical assistance in maintaining necessary records and progress reports to implement and support PBIS;
- Be willing to work with community-based agencies and services; and
- Be capable of providing and/or facilitating ongoing follow-up activities as identified and needed by the school team.

Individuals being considered as coaches should have the following experiences and skills:

- Ability to conduct small group training sessions with adults;
- Familiarity with typical classroom structures, operation, policies, etc.;
- Familiarity with general behavior and instructional management and curriculum;
- History of consistent follow-through with tasks;
- Experiences with individuals or groups from diverse backgrounds (e.g. parents, students, agency representatives, community members, educators);
- Ability to facilitate team meetings; and
- Basic to intermediate computer skills

More specific coach functions include:

- Providing support to the PBIS Leadership Team meetings and subcommittees
- Ensuring the collection, organization, and submission of evaluation data from schools at appropriate times for inclusion in the state-wide report
- Serving as a resource or mentor to schools interested in PBIS, as available
- Providing training on PBIS, as appropriate

The state plan also speaks to required training for coaches. It states the following: “Coaches will attend all training events with their assigned school team. In addition, coaches will receive an additional ½ to full day of training with a focus on enhancing in-depth skills and knowledge in the following areas:

- Features of the PBIS approach,
- Practices and systems of the PBIS approach,
- Components and operations of school-wide discipline systems,
- Fundamental classroom and behavior management strategies,
- Ways to collect and analyze data for decision making,
- Approaches to strategies, problem-solving, and decision-making,
- Effective high-intensity assessment and intervention strategies for students with severe problem behavior,
- Methods of professional development and in-service training, and
- Strategies for providing technical assistance and on-going training/support.

Finding related to Coach Commitments/Role

- **There is insufficient data to draw conclusions** about the coaching commitments, coach training provided, or the selection of district-level coaches based on professional attributes or recommended experiences and skills.
- **There is insufficient data to draw conclusions** about the establishment of a state-wide network of behavior support coaches or other factors outlined in the coaching commitment.
- **There is insufficient data to draw conclusions** about the extent to which coaches are trained and how that training translates into district-level action.

Rebecca Cain reports that PBIS coaches’ training is provided in the summer (June-July timeframe). No information about the training curriculum is contained in this report. Contact Ms. Cain for additional information about the coaching commitment and training provided. For the 2011-2012 school year, a conference titled, “South Dakota Behavior Institute” will be held June 28th-30th in Mitchell, South Dakota. This conference is open to all school district personnel. For more information about this training, please refer to the brochure in the Part C of this report.

Recommendation: The PBIS coaches have an extensive list of necessary skills, experiences, and district responsibilities. **For fidelity of practice, it is important that each district formally identify PBIS coaches and provide those individuals with training, time, and support to fulfill the requirements of the position. The state-level PBIS team should collect the names of all staff filling the role of PBIS coach and verify participation in recommended training.** In order to build a statewide cadre of behavior support coaches, it is critical that the SD DOE provide focused professional development and necessary technical assistance and support to help them build experience and skills. Data should be collected at the state-level to determine successes and challenges coaches face in helping schools implement PBIS with fidelity. Data from a PBIS Coach's survey could be analyzed and discussed in order to make programmatic decisions about PBIS professional development and technical assistance needed for coaching with fidelity.

Pat Hubert, named assistant PBIS coordinator, indicated that all coaching training requirements will be listed on the SD PBIS wiki starting with the 2011-2012 school year. Since a wiki has been developed, it is recommended that it be maintained with current materials and that a link be provided on the PBIS portion of the SD DOE website. Link: <http://sdpbis.wikispaces.com/>

District and School Selection

The selection process for districts and schools is outlined in the SD PBIS State Plan as follows:

Each year announcement letters and applications will be sent to each district superintendent with copies to the Special Education directors and school principals. Districts that have identified behavior as a primary goal for improvement will identify schools where behavior is an issue and there is commitment to address this issue. If a district or school is unsure and would like more information about PBIS, arrangements can be made to provide such information. When the school staff has reviewed and agreed to the commitments, the application should be completed and submitted. At a minimum, the application will include the following:

- Assurances that commitments are in place, including fiscal resources;
- A description of the need or the rationale for participation;
- School name and contact information;
- Sign-off page to include: Superintendent, School Board President, Administrative Coordinator, Principals of schools that will be participating; and
- Demographic information (school size, population).

The timeline for applications will be as follows:

On-going – awareness presentations and activities
March – Letter of invitation sent to school superintendents
Mid-April – Applications received and reviewed by State Leadership Team
May – Acceptance letter sent to schools selected for participation

Finding: A selection process has been established and all districts receive a letter encouraging application to participate in the SD PBIS initiative

School districts have been invited to complete an application for participation in the SD PBIS initiative every year beginning in the spring of 2007. While there is no data regarding how the message is sent to superintendents, principals and directors of special education programs, a letter has been prepared and sent. A copy of that letter is included earlier in this report.

Rebecca Cain reports that some schools are invited to participate because of SPED non-compliance issues, but that most districts follow the published application process.

Ms. Cain states that all schools that complete the application are accepted as a PBIS cohort district; thus it is not a competitive selection process. Districts file their applications for participation in PBIS in mid-April. Schools are notified of selection by May of each year. Reverence the listing of participating districts published in this report.

Recommendation: The state leadership team should review and update the application and selection process annually. Additional effort should be made to increase participation in the SD PBIS initiative.

Training Plan

The South Dakota PBIS Plan states the following: “A set training curriculum will be provided to all participating school teams that will include the following components:

- Systems change that develops system capacity to support and sustain the change needed to produce long-term positive outcomes;
- Effective disciplinary principles and practices;
- Data-based decision making and evaluation of instructional strategies and curriculum components; and
- Application of research-validated instruction and behavior management practices.

Finding: There is insufficient data to draw conclusions about SD DOE’s attainment of the goal of providing yearly PBIS training to cohort districts. For more information about training provided, reference earlier sections of this report. Some information about training materials are posted on the SD PBIS wiki at <http://sdpbis.wikispaces.com/Presentation+materials>



For additional information about state-sponsored PBIS training, please contact Rebecca Cain.

Cadre of In-State PBIS Trainers:

The South Dakota PBIS Plan states the following: “One of South Dakota’s priorities is to become a state that can self-sustain the PBIS initiative. In order for this to be possible, we are looking for people to become in-state trainers. Below are the steps to becoming an in-state trainer:

- Work with a team as a coach or collaborate with a team’s coach for the first year.
 - Attend up to two meetings a month with the team (some phone or DDN use is permitted).
 - Attend monthly coaches’ meetings (some phone or DDN use is permitted)
- During the second year, work collaboratively with Don Kincaid at the second cohort of schools initial training by presenting the material. Don will provide mentoring and feedback throughout the time.
- Certification may be given at the completion of the second year’s training if all requirements are met. At this time, you will be able to work with the Department of Education in setting up contracts for training schools accepted through the PBIS application process.

Finding: There is limited data in this report related to South Dakota’s goal to develop a cadre of in-state PBIS trainers. Rebecca Cain identified three individuals designated as PBIS trainers. Those individuals are:

- **Ruth Fodness**, Independent Behavior Consultant
Fodness Consulting Services, Castlewood, SD
- **Pat Hubert**, ESA (Education Service Agency) 2
East Dakota Educational Cooperative, Sioux Falls, SD
- **Kari Oyen**, School Psychologist
Lennox School District, Lennox, SD

While data is not included in this report, the SD DOE has clearly defined the process to become an in-state trainer. The individuals listed above have experience and credentials establishing they are highly-qualified educators. Contact Rebecca Cain for information regarding duties the trainers fulfill for the SD DOE, and what technical assistance and/or trainings they provide to districts. She has on file the list of monthly coaching meetings, agendas, attendance records, sign-in sheets, and other data that may be collected by the in-state trainers.

Additionally, Pat Hubert, has been placed on a 90 day contract to provide professional development and targeted assistance to school districts implementing PBIS in 2011-2012. Biographical information about Ms. Hubert can be found at: <http://www.edec.org/esa/staff/pat>

Recommendation: If state funding is sufficient, it is recommended that the SD DOE continue to select and train a cadre of in-state trainers. Their roles and responsibilities could be clearly defined. Data could be collected regarding services they provide to districts and the impact those services have on fidelity of implementation.

District and School Teams

South Dakota's PBIS State Plan addresses district and school PBIS teams as follows: **"The District Coordinator will participate with school teams in at least one full cycle of training.** This ensures that there is district understanding and support for implementation and sustainability at the school level."

Training is designed for school leadership teams. School leadership team membership must include

- School principal or key administrator in charge of discipline for larger schools,
- General education teacher, and
- Special education teacher with expertise in area of behavior. (See related chart in the appendix)

Other team members might include:

- Counselor, school psychologist, or school social worker,
- Support staff (e.g., paraprofessionals, cafeteria, bus, library, or office staff), and
- Parent(s)

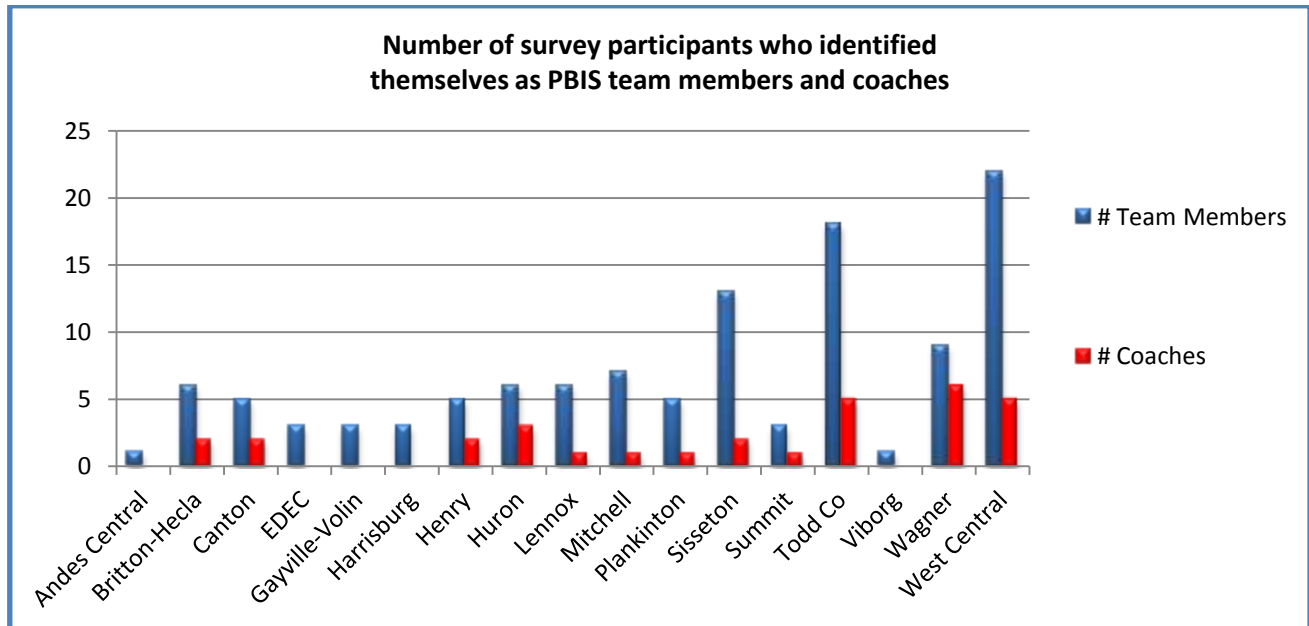
School leadership team members are expected, in turn, to ensure that the information is shared with all school staff. Team training will be designed to include the following areas:

- Features of the PBIS approach;
- Practices and systems essential to implementing PBIS;
- Components and operations of school-wide discipline systems;
- Ways to collect and analyze data;
- Strategies for involving parents and other community partners;
- Strategies for addressing more intense needs of students with behavioral issues and concerns; and
- Strategies for sustaining school-wide implementation over time

Finding: No data included in this report regarding district coordinators or if they participated in one full cycle of training. There is limited data in this report related to PBIS team composition or the development and workings of PBIS teams at the district or school level. (See data related to PBIS teams included earlier in this report.)

It appears that all districts have school-level PBIS teams composed of principals, teachers, and other educators. Of those who responded to the online PBIS survey, the following chart displays the numbers who identified themselves as district PBIS coaches and members of the district PBIS team.

Chart 54: Number of survey participants who identified themselves as PBIS team members and coaches



Additionally, as stated earlier in this report, The South Dakota PBIS Plan states the following: “A set training curriculum will be provided to all participating school teams that will include the following components:

- Systems change that develops system capacity to support and sustain the change needed to produce long-term positive outcomes;
- Effective disciplinary principles and practices;
- Data-based decision making and evaluation of instructional strategies and curriculum components; and
- Application of research-validated instruction and behavior management practices.

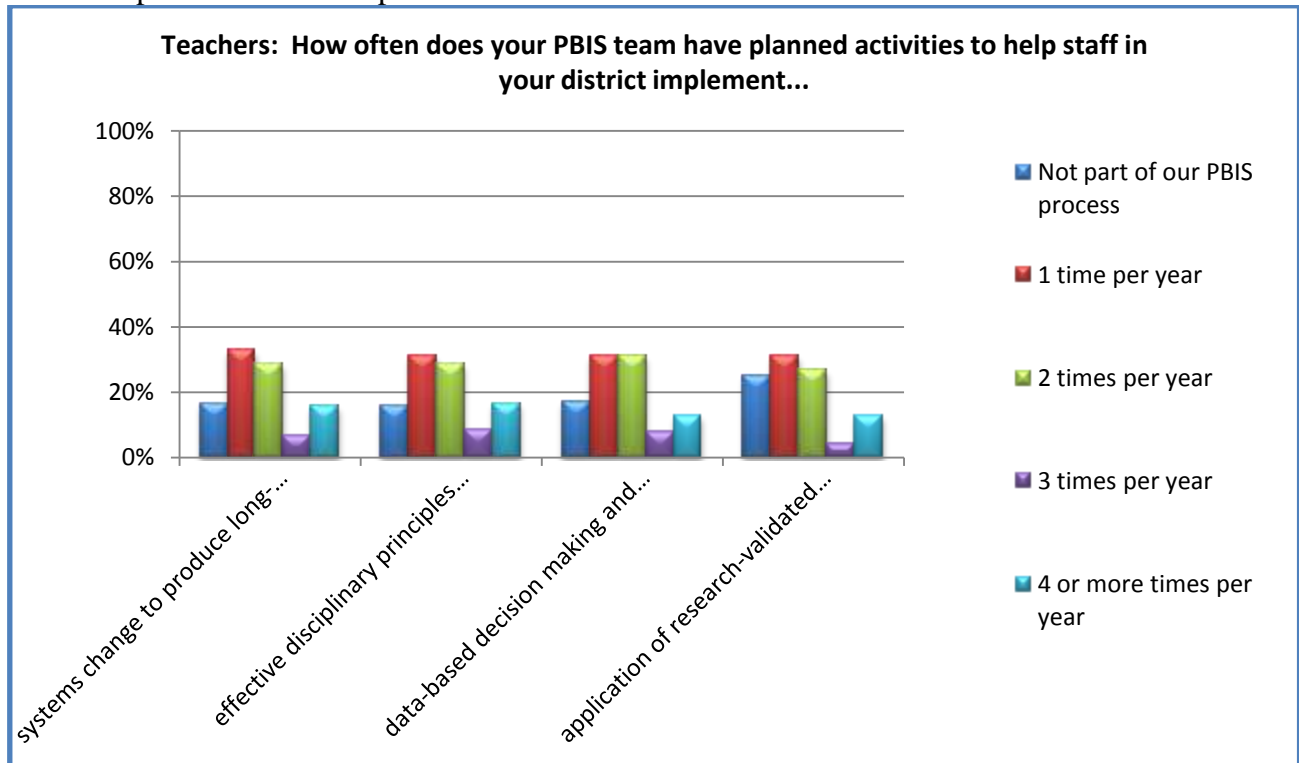
Teachers’ question 18 and other educators’ question 9 asked, “Training was provided on specific PBIS components. How often does your PBIS team have planned activities to help staff in your district implement - the following components?

- systems change to produce long-term positive outcomes
- effective disciplinary principles and practices
- data-based decision making and evaluation of instructional strategies and curriculum components
- application of research-validated instruction and behavior management practices

Answer Choices

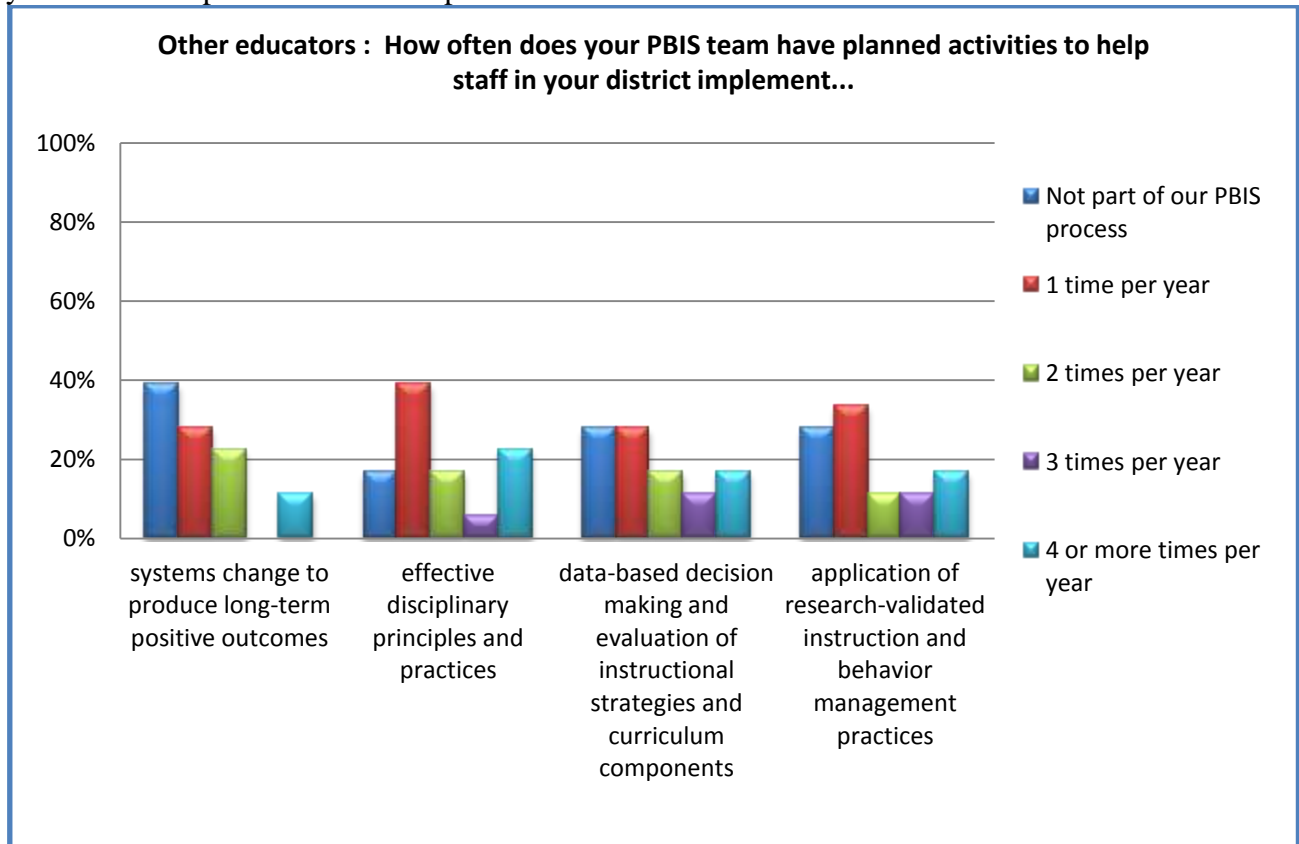
- Not part of our PBIS process
- 1 time per year
- 2 times per year
- 3 times per year
- 4 or more times per year

Chart 55: Teachers: How often does your PBIS team have planned activities to help staff in your district implement PBIS components?



Teachers' Answers	Not part of our PBIS process	1 time per year	2 times per year	3 times per year
systems change to produce long-term positive outcomes	16%	33%	28%	7%
effective disciplinary principles and practices	16%	31%	28%	9%
data-based decision making and evaluation of instructional strategies and curriculum components	17%	31%	31%	8%
application of research-validated instruction and behavior management practices	25%	31%	27%	4%

Chart 56: Other Educators: How often does your PBIS team have planned activities to help staff in your district implement PBIS components?



Other Educators' Answers	Not part of our PBIS process	1 time per year	2 times per year	3 times per year
systems change to produce long-term positive outcomes	39%	28%	22%	0%
effective disciplinary principles and practices	17%	39%	17%	6%
data-based decision making and evaluation of instructional strategies and curriculum components	28%	28%	17%	11%
application of research-validated instruction and behavior management practices	28%	33%	11%	11%

Recommendations:

- Each district should continue to identify an individual to serve as the district PBIS coordinator. The state-level PBIS coordinator should maintain a database listing district coordinators, in order to ensure that they have received one full cycle of training.
- School districts should comply with the directive to include specific members of the faculty as team members: School principal or key administrator in charge of discipline for larger schools, General education teacher, and Special education teacher with expertise in area of behavior.
- The statewide PBIS coordinator should maintain a database of school leadership team members and ensure that those individuals have received the appropriate team trainings.
- Data could be collected to determine if the leadership team members are sharing information with all school staff.
 - Features of the PBIS approach;
 - Practices and systems essential to implementing PBIS;
 - Components and operations of school-wide discipline systems;
 - Ways to collect and analyze data;
 - Strategies for involving parents and other community partners;
 - Strategies for addressing more intense needs of students with behavioral issues and concerns; and
 - Strategies for sustaining school-wide implementation over time

End of Findings and Recommendations

Appendix

SPED and Title 1 Staff Participation

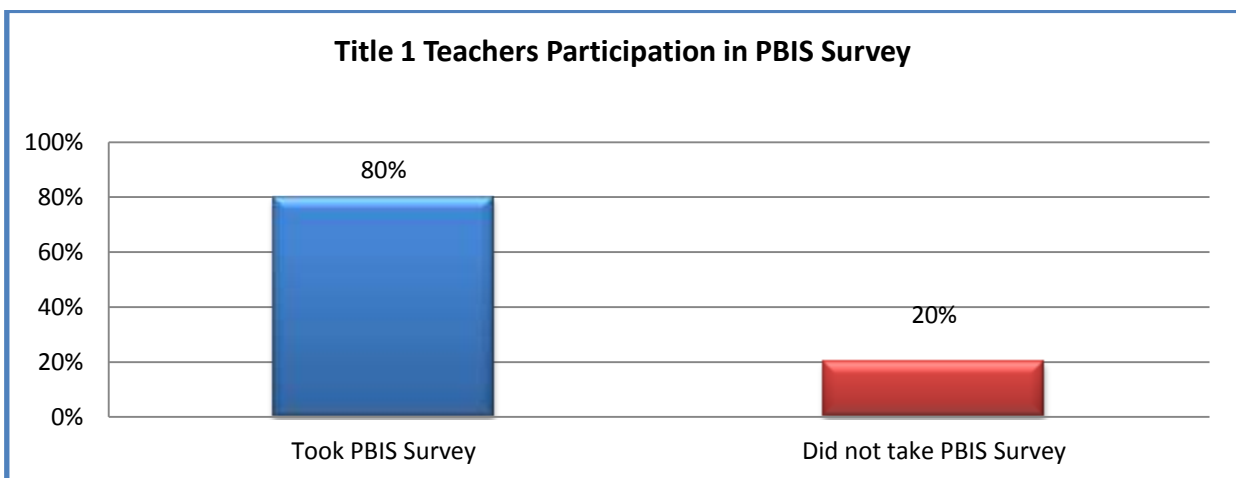
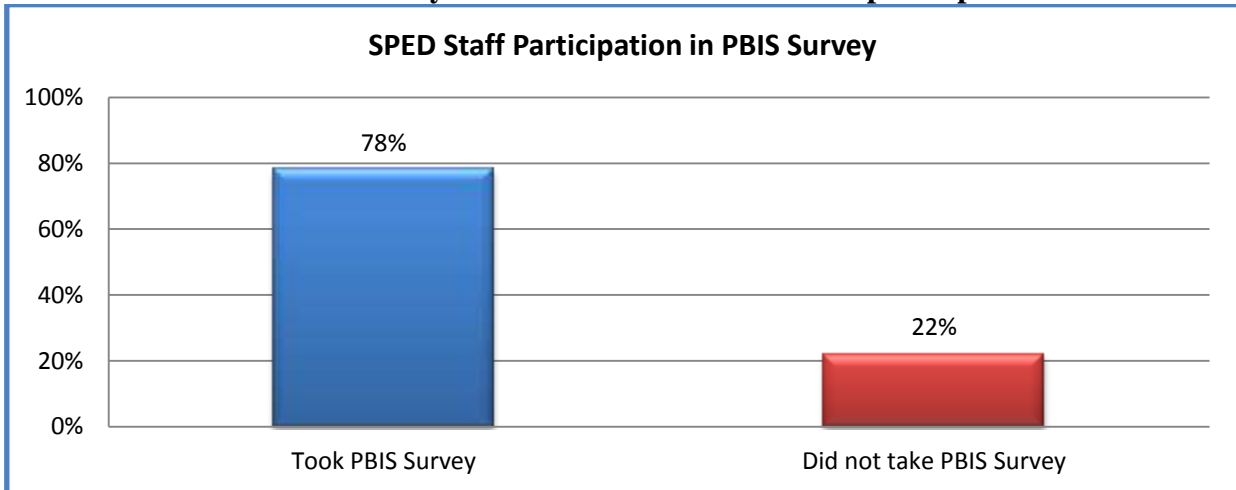
In 2005, the *State SPED Performance Plan* included the following provision:

Beginning in October 2005 and continuing through 2011, special education program staff will conduct professional development on the use of positive behavioral interventions and supports for all districts/schools showing significant discrepancies in rates of suspensions or expulsions of children with disabilities. (See page 30 of FFY 2005-2010 State Performance Plan for Special Education) Source: <http://doe.sd.gov/oess/specialed/SPP/pdfs/SPP2007.2008.pdf>

Additionally, the SD PBIS State plan states that the PBIS leadership team must include a special educator teacher with expertise in the area of behavior. (See page 7 of the state plan.)

Specific data regarding professional development for SPED staff was not collected. Data relevant to SPED member on PBIS teams was not analyzed. The following charts reflect SPED and Title 1 staff participation in the 2010-2011 survey. Additional data collection is recommended for 2011-2012.

2010-2011 PBIS Survey Data – Title 1 and SPED staff participation rates



Documents Studied as Part of Data Collection Planning

- Annual Report 2008-2009 - Florida PBS
<http://flpbs.fmhi.usf.edu/pdfs/DOE%20Final%20Report%201.08.10.pdf>
- Applying PBS and Functional Behavior Assessments in Schools, Sugai, Horner, et.al.
http://digitalcommons.calpoly.edu/cgi/viewcontent.cgi?article=1031&context=gse_fac
- School-wide PBS Evaluation Template, Horner, Sugai, et.al.
www.pbis.org/common
- Evaluation Blueprint for Positive Behavior Support, Algozzine, Horner, et.a.
<http://www.ncpublicschools.org/docs/positivebehavior/data/evaluation/template.pdf>
- NDTAC Issue Brief, Brock and Quinn
<http://www.neglected-delinquent.org/nd/resources/spotlight/spotlight200601a.asp>
- Prevention Research and IDEA Discipline Provisions-OSEP
<http://www2.ed.gov/offices/OSERS/OSEP/Products/adminbeh.web.pdf>
- RtI and PBS: Brothers/Sisters, Sandomiersk, Kincaid, Algozzine
<http://flpbs.fmhi.usf.edu/FLPBS%20and%20RtI%20article.pdf>

Many of the following sites were accessed in preparation for and during the development of the 2010-2011 South Dakota PBIS Data Report

Links and Websites

The U.S. Department of Education's website, *Doing What Works*, provides the following links for information about PBIS (Source: <http://dww.ed.gov>)

The Behavior Home Page

<http://www.state.ky.us/agencies/behave/homepage.html>

This website is a joint product of the Kentucky Department of Education and the Department of Special Education and Rehabilitation Counseling. The website includes a range of resources for school staff and parents regarding behavior-related issues in the classroom.

Center on Positive Behavioral Interventions and Supports

<http://www.pbis.org/>

This resource, developed by the Center on Positive Behavioral Interventions and Supports (PBIS), houses multiple resources on the research and implementation of schoolwide positive behavior interventions.

Center for Social and Emotional Education: School Climate

<http://www.schoolclimate.org/climate/index.php>

This Center for Social and Emotional Education (CSEE) webpage provide information about positive school climate and areas for school climate assessment needs.

Center for the Prevention of School Violence

http://www.ncdjdp.org/cpsv/principals_office.html

This website is the Center for the Prevention of School Violence's Principal's Office. It provides planning and research resources for school administrators. Topics covered include school violence prevention, safe school planning, crisis prevention and management, and critical incident response.

Early Warning, Timely Response: A Guide to Safe Schools

<http://www2.ed.gov/about/offices/list/osep/gtss.html>

This guide offers research-based practices designed to assist school communities to identify these warning signs early and develop prevention, intervention, and crisis response plans. The guide includes sections on a variety of topics, including characteristics of a school that is safe and responsive to all children, getting help for troubled children, and developing a prevention and response plan.

Safeguarding Our Children: An Action Guide

<http://www2.ed.gov/admins/lead/safety/actguide/index.html>

This action guide, provided by the U.S. Department of Education, is a follow-up to *Early Warning, Timely Response: A Guide to Safe Schools*. The guide emphasizes practicable actions to help schools and communities prevent youth violence.

Elementary and Middle Schools Technical Assistance Center (EMSTAC) -- Behavior: Support for Positive Student Behavior

<http://www.emstac.org/registered/topics/posbehavior/index.htm>

This website provides guidelines for administrators and teachers taking a schoolwide approach to establishing, reinforcing, and maintaining positive student behavior.

Parent Advocacy Coalition for Educational Rights: National Center for Bullying Prevention

<http://www.pacer.org/bullying/>

The PACER Center has developed the National Center for Bullying Prevention and this website has resources for parents and education professionals, conference dates, and other related links to help prevent bullying.

Center for Safe Schools

<http://www.safeschools.info/>

The Center for Safe Schools provides effective solutions to classroom problems that disrupt the educational process and affect the school's safety. This website presents training, technical assistance, and a clearinghouse of video and print materials available through the Center along with a database of resources to assist schools.

National Center for Mental Health Promotion and Youth Violence Prevention

<http://www.promoteprevent.org/>

This is the homepage for the National Center for Mental Health Promotion and Youth Violence Prevention; it explains the technical assistance resources available on this website such as webinars and web links. This website has multiple products, resources, and a variety of information to help over 147 school districts and communities that receive grants from the Substance Abuse and Mental Health Services Administration (SAMHSA) of the U.S. Department of Health and Human Services.

US Department of Education Publications:

- **Prevention Research & the IDEA Discipline Provisions: A Guide for School Administrators:** <http://www2.ed.gov/offices/OSERS/OSEP/Products/adminbeh.web.pdf>

PBIS Resource Links <http://www.pbis.org/links/default.aspx>

- Positive Behavioral Support Project of the University of South Florida Facilitator Guide (<http://www.apbs.org/files/PBSwhole.pdf>)
- School-wide Information System (SWIS), (<http://www.swis.org>)
- Understanding Problem Behavior: An Interactive Tutorial, To order Behavior Intervention Planning: Using the Functional Behavioral Assessment Data by Terry M. Scott, Ph.D., Carl J. Liaupsin, Ph.D., C. Michael Nelson, Ed.D., (<http://uacoe.arizona.edu/pbis>)
- Florida's Positive Behavior Support Project, (<http://flpbs.fmhi.usf.edu>)

Positive Behavior Support Websites

- Arizona Positive Behavior Support, (<http://www.pbisaz.org>)
- Association for Positive Behavior Support, (<http://apbs.org>)
- Beach Center on Families and Disability, (<http://www.beachcenter.org/>)
- The National Center on Education Disability and Juvenile Justice, (<http://www.edjj.org>)
- Florida's Positive Behavior Support Project, (<http://flpbs.fmhi.usf.edu/>)
- Kansas Institute for Positive Behavior Support, (<http://www.kipbs.org>)
- Institute on Violence and Destructive Behavior, (<http://darkwing.uoregon.edu/~ivdb/>)
- Online Academy Positive Behavior Support, <http://www.uappbs.lsi.ku.edu>)
- University of North Carolina at Charlotte Behavior and Reading Improvement Center, (<http://education.uncc.edu/bric/>)

Resources by PBIS Partners

University of Oregon

- Rob Horner, College of Education, University of Oregon, Education and Community Supports, (<http://www.uoecs.org/>)
- Institute for the Development of Educational Achievement, (<http://idea.uoregon.edu/>)
- Institute on Violence and Destructive Behavior, (<http://darkwing.uoregon.edu/~ivdb/>)
- Behavior Research and Training, (<http://brt.uoregon.edu/>)

University of Connecticut

- George Sugai, Center for Behavioral Education & Research, (<http://www.cber.org>)

University of Kansas

- Wayne Sailor, Rachel Freeman, Nikki Wolf, Amy McCart, Hoon Choi, Laura Riffel
Beach Center on Families and Disabilities, (<http://www.beachcenter.org/>)
- University of Kansas, Department of Special Education (<http://www.soe.ku.edu/sped/>)
Kansas Institute for Positive Behavior Support, (<http://www.kipbs.org>)

University of Kentucky

- Mike Nelson, Department of Special Education and Rehabilitation, (<http://serc.gws.uky.edu/>)
- The Behavior Home Page, (<http://www.state.ky.us/agencies/behave/homepage.html>)
- Kentucky Department of Education, (<http://www.kde.state.ky.us/>)
- The National Center on Education Disability and Juvenile Justice, (<http://www.edjj.org>)

University of South Florida

- Glen Dunlap, Don Kincaid, TA Center on Social Emotional Intervention,
(<http://www.challengingbehavior.org>)
- Center for Autism and Related Disabilities (CARD), (<http://card-usf.fmhi.usf.edu/>)

University of Florida

- Terry Scott, Terry Scott's Home Page at the University of Florida,
(<http://www.coe.ufl.edu/Faculty/Scott/terrys/tscott.html>)

University of North Carolina-Charlotte

- Robert Algozzine, North Carolina State Improvement Project , (<http://www.NCSIP.org>)

University of Missouri

- Tim Lewis. Missouri PBIS, (<http://pbissmissouri.org/>)

Illinois Positive Behavior Support Network

- Lucille Eber (www.pbisillinois.org)

Mountain Plains Regional Resource Center

- Carol Massanari, (<http://www.usu.edu/mprrc/>)

Sheppard Pratt Health System

- Susan Barrett, Burt Lohnes, (<http://www.sheppardpratt.org/>)

Maryland's PBIS website

- (<http://www.pbismaryland.org>)

The May Institute

- Bob Putnam, The May Institute, (http://www.mayinstitute.org/childrens_services/pbis.asp)

New Bazelon Center for Mental Health Law Road Map (9-26-06)

The Bazelon Center has a new document available related to positive behavior support. As stated on their website (<http://www.bazelon.org>), this document and a companion folder include six fact sheets are titled *Way to Go: School Success for Children with Mental Health Care Needs*.

Together they document how states and school districts have successfully combined school-wide positive behavior support with effective mental health services to foster a school environment that is conducive to learning and improves children's lives.

<http://www.bazelon.org/newsroom/2006/6-7-6-WayToGo.html>

Implementation Examples

- MiBLSi (Michigan's Integrated Behavior and Learning Support Initiative) (<http://www.cenmi.org/miblsi/Home.aspx>)
- Partnerships for EdExcellence (<http://web.utk.edu/~edex/default.html>)
- Illinois State Board of Education Emotional and Behavioral Disabilities/Positive Behavior Interventions and Supports Network (www.pbisillinois.org)
- Maryland's PBIS website (<http://www.pbismaryland.org>)
- New Hampshire Center for Effective Behavioral Interventions and Supports (<http://www.nhcebis.seresc.net>)
- Public Schools of North Carolina (<http://www.ncpublicschools.org/ec/behavioral/>)
- Florida's Positive Behavior Support Project Newsletter (http://flpbs.fmhi.usf.edu/resources_newsletter.asp)

Other Resource Links

- Center on Social and Emotional Foundations of Early Learning (<http://www.vanderbilt.edu/csefel/>)
- National Center on Response to Intervention (<http://www.rti4success.org>)
- RtI Action Network (<http://www.rtinetwork.org>)
- Council on Exceptional Children
http://www.cec.sped.org/AM/Template.cfm?Section=About_CEC

Links to Related Reports

- South Dakota Youth Risk Behavior Survey Trend Report 1991-2005:
http://doe.sd.gov/oess/schoolhealth/yrbs/docs/YRBS_Report111907.pdf
- Youth Risk Behavior Survey Report South Dakota 2009
http://doe.sd.gov/oess/schoolhealth/yrbs/docs/YRBS_complete.pdf
- CDC-Youth Online-Youth YRBS Survey South Dakota, 2009
<http://apps.nccd.cdc.gov/YouthOnline/App/Results.aspx?LID=SD>

PBIS/RtI Joint Project Information

The following information is in reference to the recommendation to place the South Dakota Response to Intervention (reading) and Positive Behavior Interventions and Supports initiatives under one RtI Umbrella (Academic and Behavior)

The National Center on Response to Intervention states that *Positive Behavioral Interventions and Supports (PBIS) fits nicely under the RtI umbrella*. There may be an advantage to combining efforts of those initiatives in SD. State-level staff already co-present at conferences and provide assistance when possible. Discussions could take place among the stakeholder groups about the commonalities and differences of the two initiatives and how to combine efforts.

Arkansas and Michigan serve as examples of states that have combined PBIS and RtI. Additional information about Arkansas's ***Project Achieve*** and Michigan's ***MiBLSi Project*** is included below.

Several scholarly articles are available via a web search on combining PBIS and RtI initiatives at the state and school-level. Task force members from RtI and PBIS could read and discuss the articles and determine what action, if any, should be undertaken to combine efforts.

Three articles that may be of interest:

- *Response to Intervention and Positive Behavior Support: Brothers from Different Mothers or Sisters from Different Misters?* Therese Sandomierski, Don Kincaid, University of South Florida; Bob Algozzine, University of North Carolina at Charlotte
http://admin.esc14.net/webs/lenora/upload/pbs_schoolwide_articles.pdf
- *Integrating Academic and Behavior Supports Within an RtI Framework, Part I-4* by Hank Bohanon, Ph.D., Steve Goodman, Ph.D., and Kent McIntosh, Ph.D.
<http://www.rtinetwork.org/learn/behavior>
- University of Maryland School of Medicine, Center for School Mental Health Analysis and Action, Issue Brief, June 11, 2007, School-based Early Intervening Services, An Opportunity to Improve the Well-being of our Nation's Youth,
<http://csmh.umaryland.edu/resources/CSMH/briefs/SchoolBasedEarlyInterveningServicesBrief.pdf>

Examples of PBIS/RtI Joint Projects

- **Michigan: Integrated Behavior and Learning Support Initiative**

MiBLSi is funded by the Michigan Department of Education (MDE). In spring 2003, Macomb ISD, Ottawa Area ISD, and Kalamazoo RESA were chosen to create MiBLSi under the direction of the Office of Special Education and Early Intervention Services.

MiBLSi is a school improvement model consistent with Michigan's School Improvement Framework and developed from the scientific research base of Applied Behavior Analysis, the findings of the National Reading Panel report, and the National Research Council.

“In a Response to Intervention model, all students are screened and monitored for specific educational outcomes and those needing additional assistance are given targeted intervention that is monitored systematically using scientifically based data recording procedures”(Brown-Chidsey & Steege, 2005). As an RtI model, MiBLSi supports schoolwide implementation of Positive Behavioral Interventions and Support (PBIS) and reading intervention. School based leadership teams utilize a data-driven, problem-solving process to help all students become better readers with appropriate social skills.

MiBLSi facilitates regional collaboration between ISDs and LEAs to build local capacity; providing ongoing support, training, coaching, and technical assistance. This collaboration sustains schoolwide support systems and improves student outcomes.

Why focus on reading and behavior? Research states that improving social behavior of students results in more minutes spent in academic instruction (Putnam, Handler, O’Leary-Zonarich, 2003). Data from MiBLSi schools confirms that as disruptive behavior decreases, schools are free to address instructional needs, resulting in increased reading achievement. MiBLSi promotes prevention and early intervention with students struggling in reading and/or behavior issues. (Source: <http://miblsi.cenmi.org/Home.aspx>)

- **Arkansas: Project Achieve**

The Arkansas Department of Education (Special Education Unit) received a five-year federal grant from the U.S. Office of Special Education Programs (OSEP) beginning in 2003 to implement a state-wide school improvement process focusing on at-risk and underachieving students, and those students with disabilities. Project ACHIEVE was explicitly written into this grant, and its state-wide implementation is under the direction of Dr. Howard M. Knoff.

Project ACHIEVE is an innovative school reform and school effectiveness program that has been implemented in schools and school districts across the country since 1990. Project ACHIEVE’s ultimate goal is to help design and implement effective school and schooling processes to maximize the academic and social/emotional/behavioral progress and achievement of all students. Project ACHIEVE has also helped schools to implement effective and efficient problem-solving and strategic intervention processes for students with academic and behavioral difficulties, while improving the staff’s professional development and effective instruction interactions, and increasing the quality of parent (and community) involvement and engagement.

In all, Project ACHIEVE helps schools, communities, and families to develop, strengthen, reinforce, and solidify children and adolescents’ resilience, protective, and effective self-management skills such that they are more able to resist unhealthy and maladaptive behavior patterns. (Source: <http://www.projectachieve.info/home.html>)

Template
PBIS team meeting notes

School Name: _____ Date: _____

Length of meeting: _____ Coach's Name: _____

Team members present: _____

Team members absent: _____

Data looked at: _____

Good things that have happened ☺ _____

Did we accomplish what we needed to over the last month? _____

Who needs to do what during the next month? _____

What do we need to share with the rest of the school? _____

When and where will we share this info? _____

What information do we need to bring to the next meeting? _____

What information do we need from the state/trainers? _____

Date, time, and location of next meeting: _____

Sample PBIS Walkthrough Template

Purpose: This tool is meant for use as a quick glance when visiting a school to see if School-Wide PBIS is evident. It will allow the observer to provide feedback to the PBIS team and administration. Walkthrough is to be completed by a PBIS State Leadership Team Member, State PBIS Trainer, or State PBIS Coordinator.

Observer: _____ School: _____ Date: _____

Visibility

Indicate where **Expectation Posters** are visible:

Hallways Main Office Classrooms Cafeteria
Media Center Gym/Playground Computer Lab Other: _____

Based upon the school's data, record the most problematic areas on campus in the spaces below. Then indicate whether **Rules Posters** are visible in the areas by circling Yes or No under each setting listed.

_____ Yes/No _____ Yes/No _____ Yes/No _____ Yes/No

Classrooms (Visit 5 classrooms from a variety of classes/grades)

Visit 5 classrooms to determine if **Rules Posters** are visible. *Indicate how many classrooms had visible Rules Posters.* 1 2 3 4 5

Students (Ask 5 students from a variety of classes/grades)

Ask 5 students if they know the Expectations. *Indicate how many students are able to tell you **all** the expectations.* 1 2 3 4 5

Staff (Ask 5 staff members the following questions)

Do you have a school-wide team to address behavior/discipline across campus? *Indicate how many staff know about the team.* 1 2 3 4 5

Can you name the School-wide Expectations? *Indicate how many staff are able to tell you **all** the expectations.* 1 2 3 4 5

Have you taught the School-wide Expectations? *Indicate how many staff report teaching **all** the expectations.* 1 2 3 4 5

Have you seen the school's discipline data this year? *Indicate how many staff report seeing the data.* 1 2 3 4 5

Additional Comments:

2010-2011 PBIS Data Report

Evaluation Data Collection Matrix

Evaluation Question	Data Needed	Data Source	Person(s) Responsible	When
To what degree are schools implementing School-wide PBS?	Information about the schools use of PBS	<ul style="list-style-type: none"> Florida Benchmarks of Quality Checklist Team implementation checklist 	School Teams and Coaches School Team	Annually
What changes in behavior are evident where PBIS is being implemented?	Behavior Data	<ul style="list-style-type: none"> Office referrals (as collected using SWIS) Suspension/expulsion data, both in-school and out-of-school suspension Attendance Referrals for special education evaluation or alternative setting 	School Team	<p>The school will collect data on an ongoing, daily basis.</p> <p>The school will submit data to the State Leadership Team.</p>
What changes in academic performance are evident where SPBS is being implemented?	Reading and Math Performance	<ul style="list-style-type: none"> State assessment results District assessment results (if different from State) 	Management Team School Team	Annually
To what degree do students, families, and school staff perceive the school to be safe and PBIS as helpful?	School Safety Environment	<ul style="list-style-type: none"> School Safety Survey Additional questions if needed 	School Team	Annually

2010-2011 PBIS Data Report

The following chart shows PBIS cohort district schools in the year they began implementation

2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Smee School District Todd County School District Rosebud Elementary Wagner School District	Andes Central 11-1 Elem (K-6) Lennox 41-4 Lennox Elem (K-5) Chancellor Elem (K-5) Worthing Elem (K-5) Lennox MS (6-8) Sisseton 54-2 Westside Elem(K-5) Sisseton MS (6-8) Sisseton HS (9-12) Todd County 66-1 (Mission) North Elem (K-3) South Elem (4-5) He Dog Elem (K-8) Todd County MS (6-8) Todd County HS (9-12) West Central 49-7 (Hartford) Hartford Elem (K-5) Humboldt Elemy (K-5) West Central MS (6-8)	Canton 41-2 Canton MS (6-8) Canton HS (9-12) Todd County 66-1 (Mission) Spring Creek Elem (K-8) (St. Francis) Viborg 60-5 Elem (K-6) Jr. High (7-8) HS (9-12) Waverly 14-4 South Shore Elem (K-6) Waverly Elem (K-6) Waverly Jr. High (7-8) Waverly HS (9-12)	Gayville-Volin 63-1 Elem (K-5) MS (6-8) HS (9-12) Huron 02-1 Buchanan Elem (K-5) Madison Elem (K-5) Mitchell 17-2 Rogers Elem (K-5) Longfellow Elem (K-5) Plankinton 01-1 Elem (K-6) Jr. High (7-8) HS (9-12) Smee 15-3 (Wakpala) Wakpala Elem (K-8) Wakpala HS (9-12) Todd County 66-1 (Mission) Todd County Intervention Center Klein Elem (K-8) Lakeview Elem (K-8) Littleburg Elem (K-8) O’Kreek Elem (K-8)	Britton-Hecla 45-4 (Britton) Britton-Hecla Elem (K-6) EDEC 49203 (Sioux Falls) High Impact Career Academy* (9-12) Harrisburg 41-2 MS (6-8) Henry 14-2 Elem (K-5) MS (6-8) HS (9-12) Summit 54-6 Elem (K-8) HS (9-12) Wagner 11-4 Early Learning Center (Pre-K & K) Elem (1-4) MS (5-8) HS (9-12) West Central 49-7 (Hartford) High School (9-12)

Rebecca Cain reported that Smee and Waverly withdrew from PBIS during the 2010-2011 school year. Staff from those districts did not participate in the on-line survey.

***EDEC 49200 - High Impact Career Academy (9-12)**

The mission of EDEC's High Impact Program is to provide an education to students who have had less success in the traditional school environment. This includes preparing students for life after high school. East Dakota Educational Cooperative's High Impact/Career Academy Program is designed to serve students who have had limited success to the extent that they need a more personalized educational environment.

The following assumptions are the basis for the program.

- Students can learn given the opportunity, time and smaller class sizes.
- Students need both academic and social skills to function successfully.
- Students function effectively when they are held accountable.
- Staff demonstrates and expects students to respect self and others.
- Staff provides opportunities to develop effective communication by establishing personal relationships

East Dakota Educational Cooperative's Program is designed to meet the needs of area youth whose behavior has created a need for an alternative placement. We help you achieve your goals by building on your strengths and competencies, focusing on problem solving, goal setting and positive social interaction. The program provides a structured environment with a high staff-to-student ratio that accelerates academic and behavioral progress, preparing you for reintegration to your home school and community. With the guidance of an established positive peer group and supervision by trained staff, you will learn to recognize your own, and your peers' inappropriate behavior. Staff will teach you how to intervene your peers' inappropriate behavior in a supportive manner, while refraining from verbally or physically intimidating them in the process. While staff remains in charge, students have the primary responsibility for implementing the peer helping process by monitoring each others' behavior.

<http://www.edec.org/highimpact>

*This LEA, which serves several districts, was counted as a district in this report.

List of Charts in 2010-2011 PBIS Data Report

Chart 1: Number of Districts/Schools Implementing PBIS 2006-2011

Chart 2: The number of SD districts participating/not participating in Response to Intervention (Reading) and in PBIS in 2010-2011 (152 districts in SD)

Chart 3: Superintendents of RtI districts were asked if they plan to implement PBIS

Chart 4: Survey response rate by group surveyed in 2009-2010 and 2010-2011

Chart 5: PBIS 2011 Teacher Survey Response Rate by District 2011

Chart 6: Percent who answered, “Yes” regarding implementation of PBIS at the district-level

Chart 7: Percent who answered “Yes” when asked about implementation of PBIS components at the school level

Chart 8: Percent who selected, “*Moderate or significant impact*” when asked if PBIS has helped decrease the number and severity of discipline referrals

Chart 9: Percent who selected, “Agree or Strongly Agree” when asked, “I believe PBIS will increase positive behavior during school”

Chart 10: Percent who selected, “Agree or strongly agree” when asked, “I believe implementing PBIS with fidelity will increase the number of students who behave appropriately”

Chart 11: Percent of those who answered, “Moderate or significant impact” when asked if PBIS processes have helped increase academic engagement time and increase student achievement

Chart 12: Percent who answered, “agree or strongly agree” when asked if PBIS will increase number of students who attain higher levels of proficiency

Chart 13: Percent who answered, “agree or strongly agree” when asked if implementing PBIS with fidelity will increase graduation rates

Chart 14: Percent who answered, “agree or strongly agree” when asked if implementing PBIS with fidelity will increase feeling that school is a safe/positive environment

Chart 15: Percentage who answered, “yes” when asked about the creation of support systems for PBIS in the district and community

Chart 16: Percent who answered, “yes” when asked about creating an awareness and shared language for addressing the social/behavioral needs of children and youth

Chart 17: The top seven student behaviors identified by principals and teachers as being the “*most problematic*”

Chart 18: Data collection and management system identified by districts

Chart 19: SD school use of SWIS as the main *system used to record and analyze student behavior data for PBIS* in 2010-2011 compared to 2009-2010.

Chart 20: Percent who answered, “yes” when asked about use of a data collection/management system to collect discipline data

Chart 21: Percent who answered “somewhat or very interested” in receiving PBIS professional development.

Chart 22: Percent who feel district is committed to PBIS

Chart 23: Creation of systems to support implementation in schools and community involvement.

Chart 24: Percent who “agree or strongly agree” that PBIS can increase the positive behaviors exhibited by students during school

Chart 25: Percent who “agree or strongly agree” that PBIS can increase positive behaviors by students in the community settings

Chart 26: Percent who answered “moderate or significant impact” when asked the level of impact PBIS has had on academic engagement time and increase in student achievement

Chart 27: Percent who answered “agree or strongly agree” that implementing PBIS with fidelity will increase feeling that school has a safe/positive environment

Chart 28: Percent who selected “agree or strongly agree” that PBIS will increase community support

Chart 29: Percent who selected “agree or strongly agree” that PBIS will increase the positive behaviors exhibited by students in the community

Chart 30: Percent who answered, “yes,” when asked if this district uses a data collection/management system that provides reliable and easily accessible data to assist in evaluation and decision-making

Chart 31: 2011 Graduation Rates for schools implementing PBIS.

Chart 32: Statewide graduation rates for South Dakota in 2010-2011

Chart 33: Percent who answered “agree or strongly agree” that implementing PBIS may increase graduation rates

Chart 34: Percent who answered “agree or strongly agree” that implementing PBIS may decrease out of district placement due to behavior

Chart 35: Main system used to record and analyze student behavior data for PBIS 2002-2011

Chart 36: Are you a PBIS coach in your district or school?

Chart 37: Superintendents’ answer to “*A PBIS coach has been identified and is fiscally rewarded for fulfilling coaching duties*”

Chart 38: Percent of administrators’ who answered “yes” regarding district commitment to the implementation of PBIS

Chart 39: Percent who answered “agree or strongly agree” regarding district commitment to PBIS

Chart 40: Percent of administrators who answered “yes” PBIS is one of the top three school improvement goals during the implementation phase

Chart 41: Percent of teachers and other educators who answered “agree or strongly agree” that PBIS is one of the top three school improvement goals during the implementation phase

Chart 42: Number survey responders per district who answered, “Yes” I am a member of the PBIS team

Chart 43: Answer to question, “*Did you attend summer PBIS training July 2010 in Sioux Falls?*”

Chart 44: Percent of PBIS team members who answered “yes” I attend our district’s monthly PBIS team meetings

Chart 45: Percent of Principals who answered “Yes” I attend our district’s monthly PBIS team meetings

Chart 46: Percent of teachers and other educators who answered “yes” regarding fulfilling team member responsibilities

Chart 47: Principal’s answers to “Are you able to participate in PBIS team activities?”

Chart 48: Percent of those who answered “yes” data is collected and utilized to track progress, areas in need of intervention and a discipline referral process is consistently used

Chart 49: Percent who answered “yes” this district uses a data collection/management system that provides reliable and easily accessible data to assist in evaluation and decision-making.

Chart 50: Number per district who answered “yes” I am a PBIS coach

Chart 51: Teacher responses to “As a PBIS COACH in your district/school, to what extent are you able to fulfill your coaching responsibilities?”

Chart 52: Other Educator responses to “As a PBIS COACH in your district/school, to what extent are you able to fulfill your coaching responsibilities?”

Chart 53: Principals’ responses to “Are your school’s PBIS coaches able to fulfill responsibilities?”

Chart 54: Number of survey participants who identified themselves as PBIS team members and coaches

Chart 55: Teachers: How often does your PBIS team have planned activities to help staff in your district implement PBIS components?

Chart 56: Other Educators: How often does your PBIS team have planned activities to help staff in your district implement PBIS components?

Appendix: Charts showing SPED and Title 1 staff participation in 2010-2011 PBIS survey

End of 2010-2011 PBIS Data Report

**Distribution of this report to stakeholder groups
is the responsibility of the
South Dakota Department of Education.**

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